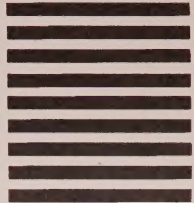




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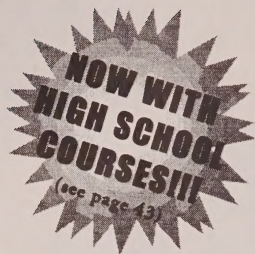
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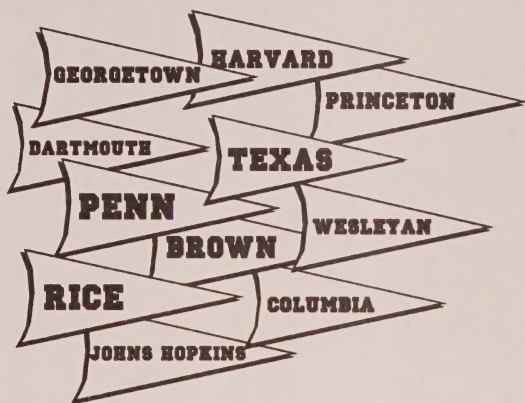
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Your own private university, staffed exclusively by a "Dream Team" of America's best lecture professors, is here at last. We have captured the excitement of the greatest college lecturers in America in audio and video recordings. And we make the extraordinary learning experience that they offer available to anyone, anywhere who can appreciate what they mean.

Whether you are a college graduate who misses the stimulation and opportunity afforded by those days and longs to recapture it (college, like youth, is often wasted on the young)...

...or you are someone who started college but never got to finish, or never got to go at all and have always regretted it, or you are a parent of a high school or college student and you appreciate the importance of exposing your student to the teachers who can ignite interest in a field of knowledge...

...you will recognize instantly the value of being able to see and hear the great university classroom stars just as if you were actually there.

Who are the SuperStar Teachers — and how can they be located?

You know it right away when you see and hear a SuperStar teacher at work. They are great understanders, explainers, synthesizers, enthusiasts, communicators — and yes, entertainers — who can set their rapt listeners on fire with the sheer love of learning and fascination with the subject.

On the campuses of the leading universities across America, the identities of the SuperStar Teachers are no secret.

They are legendary among the students themselves, who stand in line to make sure of enrollment before the classes of these lecture hall stars fill up.

And at most of the major universities today, the student associations publish course evaluation guidebooks.

These independently published manuals actually rate, sometimes with brutal frankness, all of the faculty professors on their teaching ability and enjoyability based on the collected and compiled ranking scores and comments of students who have taken their courses.

It is from these guidebooks that The Teaching Company has identified its SuperStar faculty. Look at the courses in our catalog, where we have often quoted the reports of the students on our teachers. Comments like these mark a SuperStar:

"His approach to the teaching of psychology attracted three times as many students as the lecture hall could hold. There was chaos."

"To get a seat, you must arrive 30 minutes early. We're not joking!"

"The entire course was fantastic, exciting, disturbing, thought-provoking."

And the numbers sometimes speak more emphatically. Professor Drew Westen, for example, taught psychology at the University of Michigan to 1000 students, and received an *average* score of 4.9 on a 5.0 scale from the students.

How The Teaching Company was born

Tom Rollins, the President of The Teaching Company, was a student at Harvard Law School with a problem: he had not attended most of his classes in Evidence and the final exam was only days away. But the law school had a videotaped set of renowned lectures on evidence by Professor Irving Younger. Ten hours of them. Prepared for a weekend of excruciating but necessary immersion, Tom was amazed by the videotapes of Younger's lectures. They were outrageously funny, insightful, thorough, masterfully in command of their subject. And Tom got an "A" on the final.

Years later, Tom served as Chief Counsel and Chief of Staff to the United States Senate Committee on Labor and Human Resources. Among other things, the Committee has jurisdiction over federal education programs. Tom and his staff



were trying to develop a program to address the enormous shortage of qualified math and science teachers in the nation's high schools. Remembering his experience with the Younger video, Tom suggested that the Federal Government find and tape America's best math and science teachers, making their classroom excellence available to schools everywhere. Unfortunately, this was not possible. Dozens of statutes forbid federal influence on public school curriculum content.

But dreams die hard.

Tom left government service in 1989 to found The Teaching Company. Its purpose would be to identify the best teachers in the country, and to make them available to everyone.

The tapings begin

Tom reviewed thousands of student evaluations to identify his first group of Superstar Teachers, recruited them to come to Washington, D.C. for the tapings, and began recording in 1990. The Teaching Company was underway. In the weeks that followed, before capacity studio audiences of enthralled Washington area residents, each of our Superstars delivered eight lectures in a single weekend.

Those who attended had to be pretty gripped in order to sit through six hours of lectures in a single weekend — four lectures back-to-back on Saturday and four more on Sunday. Yet the reaction of the members of the studio audience was every bit as enthusiastic as the reviews their students had given them at their home campuses.

Raves from the audiences who attended the tapings

Just listen to some of the written comments they gave us afterwards...

"This is one of the most informative lectures I have ever attended. The enthusiasm of the speaker is very contagious, and I could sit here forever! (Well, almost.)"

"The course was so stimulating, I lost track of the time."

"The lectures were fantastic: well thought-out, well presented. Informative yet not stuffy."

"I didn't want it to end!"

The same sorts of reviews came in one evaluation after another. We were ready to take our products to the public.

Our Customers, the Press, and Significant Others

Our customers have been equally enthusiastic and supportive of our programs. See pages 2, 3 and 48 for some of their unsolicited reviews.

And soon stories about The SuperStar Teachers program from The Teaching Company ran in The Wall Street Journal, The New York Times, The Los Angeles Times and a host of other publications.

We were especially delighted to receive a letter from Richard Riley, the former Governor of South Carolina, who is now the Secretary of Education:

"In my eight years as Governor of South Carolina, my driving priority was to raise the level of quality of our people's education. This personal interest in education has caused me to pay special attention to worthwhile learning innovations... Thank you for making the real contribution of raising the level of quality education for all who attend these lectures by video."

Since 1990, The Teaching Company has produced more than 50 courses. New courses are coming all the time. The Company polls its customers for their votes on which courses to make next. And, soon, the Company will expand its offerings to include high school courses as well. We invite you to join us in the educational adventure of a lifetime. It begins in the pages that follow.

"I have been watching the videotapes from The Teaching Company, and I want to tell you how much I enjoy them. They are excellent. You are doing a tremendous service, and I believe that many in our society will benefit from your courses. I have also enjoyed the audiocassette programs. I listen to them as I drive to and from work. Keep up the good work."

**SENATOR ORRIN G. HATCH
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PHILOSOPHY & INTELLECTUAL HISTORY

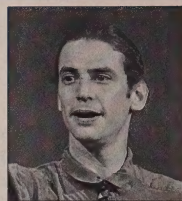


Michael Sugrue

THE GREAT MINDS OF THE WESTERN INTELLECTUAL TRADITION

Professor Darren Staloff ★ *City College of New York*

Professor Michael Sugrue ★ *Princeton University*



Darren Staloff

This course is a 57-lecture, 10 professor tour of the greatest philosophical minds of the Western tradition. The course is panoramic, extremely well taught, and swiftly becomes an irresistible immersion in the progress of the mind to understand itself and its place in the rest of being. It is a joy. Many customers who have completed the course are taking their second or third pass through the lectures. (This repetition overcomes the only real problem with this course, which is that it ends.)

The course is in five parts. Half of the lectures are delivered by two brilliant young professors, Michael Sugrue and Darren Staloff, who taught this material for several years at Columbia. Dennis Dalton, one of our finest SuperStar Teachers, whom many of you already know from his course *Power Over People: Classic and Modern Political Theory* contributed several lectures on political theory. Alan Charles Kors of the University of Pennsylvania, a scholar of the Enlightenment, contributes several lectures on the rise of scientific thought. Drew Westen of Harvard Medical School contributes lectures on Freud. And so on. By the end, ten faculty have brought you from the dawn of philosophy in Greece before

Socrates to the present day and the work of four living philosophers.

We want to persuade you to order and start on the GREAT MINDS course right away. It is quite a large course — the entire series is 43 hours long. This represents a month's worth of commuting for some of you or a month or more of evening television for others. Of course, the month will pass whether you choose to share it with the most compelling intellectual companions in human history or not. But, by experiencing this collection of insightful and entertaining lectures, taught by some of the best teachers in the country, you will forever look differently upon the world in which you live, the lifestyle you are living and your views on the future.

The great French Marshal Lyautey's gardener once warned that a certain tree that the gardener had been asked to plant takes 100 years to reach maturity. Lyautey responded, "In that case, there is no time to lose. Plant it this afternoon." For you, the heroic act of foresight is foreshortened: it took 3000 years for the debate chronicled in these tapes to reach its present maturity — your mind can encompass it by the end of next month.

PLUS...

An extraordinary roster of guest lectures from our own SUPERSTAR® faculty!

- DENNIS DALTON, Professor of Political Science, Barnard College/Columbia University (*Power Over People: Classic and Modern Political Theory* and *Freedom: The Philosophy of Liberation*)
- ALAN CHARLES KORS, Professor of History, University of Pennsylvania (*The Origin of the Modern Mind* and *The Mind of the Enlightenment*)
- S. GEORGIA NUGENT, Assistant to the President, Princeton University (*Heroes, Heroines and the Wisdom of Myth*)
- ROBERT ODEN, Headmaster, The Hotchkiss School; formerly Professor and Chair, Department of Religion, Dartmouth College (*God and Mankind: Comparative Religions* and *The Old Testament: An Introduction*)
- JOHN RECCHIUTI, Columbia University
- RICK RODERICK, Professor of Philosophy, National University (*Nietzsche and the Post-Modern Condition*, *Philosophy and Human Values*, and *The Self Under Siege: Philosophy in the Twentieth Century*)
- DREW WESTEN, Professor of Psychology, Harvard Medical School (*Is Anyone Really Normal? Perspectives on Abnormal Psychology*)



THE GREAT MINDS OF THE WESTERN INTELLECTUAL TRADITION

Part I Ancient Philosophy and Faith: From Athens to Jerusalem

- Lecture 1** Introduction to the Problems and Scope of Philosophy
- Lecture 2** Presocratics: Ionian Speculation and Eliatic Metaphysics
- Lecture 3** Plato's *Republic*: Philosophy and Blessed Life — Guest lecture by John Recchiuti
- Lecture 4** Plato's *Republic*: Justice and the Good Polis — Guest lecture by Dennis Dalton
- Lecture 5** Plato's *Symposium*: The Dialectic of Reason, Love and Wisdom
- Lecture 6** Aristotle's Metaphysical Views
- Lecture 7** Aristotle's *Politics*: The Golden Mean and Just Rule — Guest Lecture by Dennis Dalton
- Lecture 8** The Old Testament — Guest lecture by Robert Oden
- Lecture 9** Divine Justice — Guest lecture by Robert Oden
- Lecture 10** Marcus Aurelius' *Meditations*: The Stoic Ideal

This series includes an introduction to the entire series and to the enduring problems of philosophy. The critical tensions in Western thought are identified and the context is set for the material that follows. In this part, the pre-Socratic Greeks are discussed, Socrates, Plato and Aristotle are given great coverage, as are key contributions from the Old Testament and the Roman Stoics, particularly Marcus Aurelius. (This course may be creating a boomlet in sales of Aurelius' *Meditations*, his diary of thoughts which he never intended to have published.)

Course No. 001 Video or Audio

Part II The Age of Faith to the Age of Reason

- Lecture 1** Augustine's *City of God*: Grace, Original Sin and Theodicy
- Lecture 2** Aquinas' *Summa Theologica*: The Thomist Synthesis and its Political and Social Content
- Lecture 3** More's *Utopia*: Reason and Social Justice
- Lecture 4** Machiavelli's *The Prince*: Political Realism, Political Science and the Renaissance
- Lecture 5** Bacon's *New Organon*: The Call for a New Science — Guest lecture by Alan Kors
- Lecture 6** Descartes' Epistemology and the Mind-Body Problem
- Lecture 7** Hobbes' *Leviathan*: Of Man — Guest lecture by Dennis Dalton
- Lecture 8** Hobbes' *Leviathan*: Of the Commonwealth — Guest lecture by Dennis Dalton
- Lecture 9** Spinoza's *Ethics*
- Lecture 10** The Newtonian Revolution — Guest lecture by Alan Kors

This section marks the critical schism between the claims of faith and science, beginning with the works of three saints, Augustine, Aquinas and Thomas More. The series proceeds from More's *Utopia* and Augustine's *City of God* to the warring city states of Italy in the work of Machiavelli and to England split by civil war in the work of Thomas Hobbes. The origins of modern scientific thought are traced through the work of Descartes, Bacon and Newton.

Morton Kondracke, who writes for *The New Republic* and who appears on the McLaughlin Group, records in the December 21, 1992 edition of *The New Republic* that he is now working his way through the Great Minds series, and that he finds himself drawn to the

thought of St. Augustine. He writes "Pinched for time, I have started listening in my car to those widely advertised philosophy lecture tapes produced by The Teaching Company... Inevitably, as in college, one tries to figure out whom one agrees with — and, hence, philosophically, who one is. The most sensible message I've heard yet is from St. Augustine, as rendered on tape by Darren Staloff... Augustine was certain about man's sinfulness and God's mercy, but this led him to counsel awareness of human limitations and acceptance of God's will. In time, says Staloff, Augustine was adopted by Calvinists and secularized by English political philosophers, giving us a tradition of differences and checks and balances. Certitude can lead to saintly works, but as the Crusades, Marxism and Nazism have demonstrated, it can also lead to mass murder." While we are skeptical about Kondracke's conclusion that St. Augustine vindicates a genteel, middle-class Episcopalianism, the passage shows the value of the lectures in tracing the often unlikely influence of a pivotal thinker across several thousand years.

Course No. 002 Video or Audio

Part III The Enlightenment and Its Critics

- Lecture 1** Locke's Theory of Knowledge — Guest lecture by Alan Kors
- Lecture 2** Locke's Political Theory — Guest lecture by Dennis Dalton
- Lecture 3** Montesquieu and the Beginnings of Political Science
- Lecture 4** Berkeley's Idealism and the Critique of Materialism
- Lecture 5** Hume's Epistemology
- Lecture 6** Hume's Theory of Morality
- Lecture 7** Smith's *Wealth of Nations*
- Lecture 8** Rousseau's Dissent: The Challenge to the Idea of Progress — Guest lecture by Alan Kors
- Lecture 9** Kant's "Copernican Revolution": Epistemology and the Critique of Metaphysics
- Lecture 10** Kant's Moral Philosophy
- Lecture 11** Burke and the Birth of Enlightened Conservatism
- Lecture 12** Naturalism and Materialism: The Boundaries of the Enlightenment — Guest lecture by Alan Kors

These lectures cover the great French and British enlightenment periods of the Seventeenth and Eighteenth centuries, a period of widespread religious disbelief, expanded faith in science, and early responses to the industrial revolution. This marks the intellectual flowering that led to the American Revolution. Much blood has been shed over the thoughts of this period, and we remain its heirs. This part, like the others, stresses the inevitable linkage between a thinker's theory of knowledge and theory of morality. This is particularly developed in this part in the work of Locke, Hume and Kant. Others covered in this part include Montesquieu, Adam Smith, Rousseau, Berkeley and Burke. This part of the course captures the sense of breathless discovery found in the Enlightenment. While the Renaissance recaptured the sense that the human scale of things was our most important reference, the Enlightenment revels in the freedom and power of human potential and scientific expansion.

Course No. 003 Video or Audio



PHILOSOPHY & INTELLECTUAL HISTORY

...IN 56 DYNAMIC LESSONS!

Part IV Philosophy in the Epoch of Ideology

- Lecture 1** Hegel's Philosophy of History
- Lecture 2** Marx and the Problem of Alienation and Ideology
- Lecture 3** Marx's Historical Materialism
- Lecture 4** Mill on Liberty — Guest lecture by Rick Roderick
- Lecture 5** Thoreau and the Escape To Freedom — Guest lecture by Dennis Dalton
- Lecture 6** Dostoyevsky and the Escape From Freedom — Guest lecture by Dennis Dalton
- Lecture 7** Kierkegaard's Christian Existentialism
- Lecture 8** The Darwinian Moment: The Survival of the Fittest — Guest lecture by John Recchiuti
- Lecture 9** Weber's Historical Sociology
- Lecture 10** Freud's Theories of Motivation and Development — Guest lecture by Drew Westen
- Lecture 11** Contemporary Psychodynamic Thinking — Guest lecture by Drew Westen
- Lecture 12** Freud and Jung on Definition and Interpretation — Guest lecture by S. Georgia Nugent

This part covers Hegel's thought and its evolution into Marxism. The ideal of freedom is explored in two contrasting lectures by Dennis Dalton on Thoreau and Dostoyevsky. Freud, Kierkegaard, Darwin, Jung, and the sociologist Max Weber are also included in this part, which explores the bedrock of most modern understanding and criticism of society. It is in this period that the West becomes fluently aware of its social and psychological origins and purposes.

Course No. 004 Video or Audio

Part V Modernism and the Age of Analysis

- Lecture 1** Nietzsche's Critique of Christianity: *The Genealogy of Morals*
- Lecture 2** Nietzsche's Perspectivalism and Critique of Philosophy
- Lecture 3** James' Pragmatism
- Lecture 4** A. J. Ayer's *Language, Truth and Logic*
- Lecture 5** The Later Wittgenstein: The Philosophy of Language
- Lecture 6** The Existential Insight: Sartre and Heidegger
- Lecture 7** Habermas' Critical Theory
- Lecture 8** Kuhn's Paradigm Paradigm
- Lecture 9** Quine's Ontological Relativism and the End of "Philosophy"
- Lecture 10** Rorty's Neo-Pragmatism
- Lecture 11** Conclusion: Reviewing the Western Tradition — Part I
- Lecture 12** Conclusion: Reviewing the Western Tradition — Part II

This part begins with lectures on Nietzsche, thought by many to be the philosophical forerunner of Nazism. The lecture on William James and American Pragmatism is a striking contrast with striking similarities to Nietzsche. The existentialists are introduced here, and the series includes several carefully crafted lectures on the work of the twentieth century philosophers of language and logic Wittgenstein, Ayer and Quine. The work of Habermas and Rorty is covered, and the part closes the series with two concluding lectures on the path and trajectory of the Western Intellectual Tradition.

As mentioned before, the only problem with this course is that you don't want it to end. The audience at the taping of this course sat with us for three solid weekends from 8:30 in the morning on Saturday until 6:30 on Sunday night, and virtually everyone gave the course perfect marks. Most of them also bought the tapes.

Aside from reading all of the books covered in this series as well as a sizeable amount of interpretive material, there is nothing else quite like this available. Like most of us, you know that without an unforeseen sabbatical in your life, you will never find the time to read these works. We want you to start on it right away. Besides, after you have tasted the joys and consolations of philosophy on a grand scale, you might take that sabbatical.

Course No. 005 Video or Audio

"Professor Sugrue peered out at the audience, knowing that he had to make sense of Hegel's philosophy of history in less than an hour. And, by God, he did it."

JOSEPH HOOPER, MIRABELLA MAGAZINE

Comments from our live audience:

"Complex ideas were presented in a way that I, with no prior knowledge of ... philosophy, could understand and be excited about! This is what great teaching is all about!"

"I was on the edge of my seat much of the day."

"I now plan to find a copy of Marcus Aurelius' Meditations and read it. I have had a 'stoic' outlook on my career and experiences as a police officer — but until today didn't know there was a named ideal and philosophy to describe it."

"Great stuff! I plan to read Spinoza for the first time."



Choose the Purchase Option that Works for You...

Great Minds of the Western Intellectual Tradition is divided into five parts of 10 to 12 lessons each. Even if you choose to purchase only some of the parts, each is still priced at only \$149.95 for video or \$89.95 for audio — the same as our standard eight lesson courses.

Want to save even more? If you order the entire **Great Minds** course — all 57 extraordinary lectures — your cost will only be \$300 for the audio version (a savings of \$149.75) or \$500 for the video version (a savings of \$249.75), plus \$20 shipping and handling. **The course code for this savings option is 000** (specify audio or video).



Interview with Darren Staloff and Michael Sugrue

(This interview is excerpted from the January 1993 issue of *Update*, the newsletter of The Teaching Company.)

Michael Sugrue, Ph.D. and Darren Staloff, Ph.D. contributed most of the lectures to our course THE GREAT MINDS OF THE WESTERN INTELLECTUAL TRADITION. Michael and Darren have known each other for many years, having met in graduate school at Columbia University, where they taught intellectual history. Professor Sugrue is now Professor of History at Princeton University. Professor Staloff is a Professor of History at The City College of New York.

TC: Each of you has been immersed in the material covered in the Great Minds course for many years. Which of the many philosophers covered in the course do you most admire and why?

MS: I tried to disguise my preferences in the course, but the most important philosopher to me has been Plato. He drives us out of our complacency about what our lives are for. Strictly speaking, there are no Socratic dogmas, just a series of Socratic questions. The most valuable thing Plato has to teach us is that there are ultimate questions that have to be asked.

I also admire Wittgenstein because of his honesty, his severe, rigorous, serious approach to life which does not lose a sense of humor or of obligation.

And Nietzsche, because he is the great poet/philosopher of the modern age and he poses a series of questions that must be confronted by anyone who wants to be conscious in the century we live in.

DS: I would choose a different set: Spinoza, Hume and Quine. Spinoza offers a way to achieve salvation that is at once secular and befitting a life which may be filled with suffering. It is a way that allows each person, no matter how happy or brutal their times are to achieve a sense of serenity. If philosophy gives nothing else, that is quite a bit.

TC: As you presented Spinoza in the course, his position sounds more nearly Buddhist in its detachment than any of the other thinkers covered by the lectures.

DS: I think that's accurate. The only one who comes close to the sense of desire as a problem and equipoise and serenity as the goal is Aurelius. I think Mike developed that well in his lecture. Hume I admire for his incredible sense of intellectual honesty. He was far ahead of his time, was blackballed and was never able to teach philosophy, but he was never bitter even though he was subjected to dogmatic repression. Quine I admire for his remarkable intellect, his humor and his ability to know when you simply can't say much about a topic. I'm particularly impressed by his writings on morality — which are incredibly brief because he doesn't think that philosophy has much to say here.

TC: In the group of preferences you have expressed and in the lectures that the two of you chose to give, Professor Sugrue generally prefers philosophers who are idealistic and often passionate, while Professor Staloff seems to prefer philosophers who are more analytical and detached. In general, the two of you are not unlike the philosophers to whom you are drawn. Is it the case that philosophy may simply be the elaborate articulation of character?

DS: Philosophy is certainly partly that. William James said that you cannot separate the human from the philosopher and that in reading a particular philosopher one gets a sense of a particular creature, of what it would have been like to be Plato or Aristotle.

Philosophy is more than that, too, but it is definitely an expression of a person's stance toward being.

MS: That's very accurate. But while it is impossible to remove the human from the philosophy, philosophy does imply a search for truth independent of personality and whim. Even if that is impossible, there is much in the fact that we long for truth beyond ourselves.

TC: The two of you have known each other a long time, and I've been able to gather that you have been fighting about the key questions of philosophy for almost as long. How has this close collaboration and conflict shaped your views of philosophy and the way you teach it?

DS: Most of my work has been in history, and I would have had very little contact with philosophy if not for Mike. He has been my teacher, rigorous, open-minded and challenging. My highest tribute to him as a teacher is that when, in the end, I came to disagree with him profoundly, no one was more proud of that fact than Mike.

MS: The smartest person I met in grad school was Darren. When he exceeded me, I could not have been happier because that is what teaching should be about. This refers to my point that there is no Socratic dogma, only Socratic questions. And if someone comes up with consistently good but different answers, that is not the refutation of Socratic teaching, but the triumph of it. We have fought about these issues for hours on end for years. The dialectic between us has forced us to refine and sharpen our understanding. It is inexhaustible. And it began 2500 years ago in Greece.



PHILOSOPHY & INTELLECTUAL HISTORY

PLATO, SOCRATES AND THE DIALOGUES

Professor Michael Sugrue ★ *Princeton University*

What has happened to the book is a tragedy. Professor Sugrue's copy of Plato's *Dialogues* was the beautiful Bollingen edition — 1600 pages of the printer's craft — and now it looks as though a tornado with a fistful of pens went through it.

And what a subject for reflection. It has been said that all of Western philosophy is but a footnote to Plato. All of the arguments begin here, in Athens, after the defeat in the Peloponnesian War. Young Plato, who wanted to become a tragic poet, is stopped in the street by a cagey questioner named Socrates who asks him about his poems. At the end of their discussion, Plato returns home, burns his poetry, begins a career in philosophy without peer, studies under Socrates and becomes the teacher of Aristotle.

Professor Sugrue will be the first to tell you that listening to his lectures is no substitute for reading the *Dialogues* and for engaging in dialogue about them with others. But we are delighted to tell you that these 16 lectures are the best first step along that path — or the next best thing if your career does not allow you windows of time weeks-wide for deep study and reflection on so sublime a subject.

Those of you who know Professor Sugrue's skill as a lecturer from the course *Great Minds of the Western Intellectual Tradition* or *Great Authors of the Western Literary Tradition* will expect a great deal from these speeches and you will not be disappointed. The lectures are a passionate, reverent, funny, extraordinarily articulate imprecation for you to participate in the great Socratic dialogue.

PART I

Lecture One: The Domain of the Dialogues

This lecture describes the life and times of Plato and Socrates, the structure of the dialogues, the ways in which the style of argument in the dialogues progresses as the older dialogues are written, and the best ways to approach understanding this body of work. Centrally, the dialogues are concerned with the effects of the new sciences and of the moral relativism that follows as their consequence on the study and practice of virtue.

Lecture Two: What Socratic Dialogue Is Not

Professor Sugrue shows some of the methods used by Socrates to begin his charicature and demolition of the Sophists. The objectives of real truth-seeking are contrasted with the goals and means of the "hired-guns" of Greek speech. Socrates begins his long search for an answer to the question, "Can virtue be taught?" The dialogues *Meno* and *Euthydemus* are covered.

Lecture Three: The Examined Life

The *Timaeus* and *Theatetus* are covered. In the *Timaeus*, the origins and principles of the physical world are discussed, an important set of doctrines for Plato, whose understanding

of physical order was inseparably linked to his view of proper education, ethics and politics. In the *Theatetus*, Socrates engages a young man dying of wounds received in war in a discussion of knowledge, edifying the young man before he dies and before Socrates is taken away to be tried and executed by Athenian authorities as a corrupter of youth.

Lecture Four: Tragedy in the Philosophic Age of the Greeks

The *Apology*, the *Crito* and the *Phaedo* are the story of Socrates' trial and execution. Professor Sugrue explores the motif of heroic journey for this new type of Greek hero, a hero of knowledge, who nonetheless likens himself to Achilles, and who faces his accusers with courage and resolve as he faces his death. This is powerful drama, the ultimate issue — dishonorable death — confronted by the saint of Western philosophy.

Lecture Five: Republic I: Justice, Power, Knowledge

This is the first of four lectures on Plato's development of his political, ethical and educational theories. This dialogue is largely between Socrates and Thrasymachus, a cagey Sophist, in a struggle to define justice and to determine whether it is an art that can be practiced, like medicine.

Lecture Six: Republic II-V: Soul and City

Socrates continues his search for the meaning of justice, the Homeric virtues and heroes are discussed and dismissed as corrupt, and Plato describes the ideal city for which he is often best known. Citizens are divided into bronze, silver and gold, with education and tasks appropriate to their status, women are fully emancipated, property is dissolved and children are raised by the community rather than by their parents. This begins the Western Utopian tradition, to which Augustine and More are heirs.

Lecture Seven: Republic VI-X: The Architecture of Reality

Here, Professor Sugrue explains Plato's myth of the cave, the hierarchies of human moral development and the political regimes which accompany each, and the criticism of epic, tragedy and comedy which do not serve the proper moral ends.

Lecture Eight: Laws: The Legacy of Cephalus

Professor Sugrue argues that, toward the end of his life, Plato recognized serious problems with his philosophical positions — so serious that he wrote very little for over ten years — and that the *Laws* is one of dialogues designed to salvage a "second best" philosophical position and accompanying politics.

Course No. 461 Video or Audio



PART II

Lecture Nine: Protagoras: The Dialectic of the Many and the One

A comic dialogue in which Socrates develops his argument on the nature of virtue, concluding that virtue is knowledge and, therefore, that virtue can be taught.

Lecture Ten: Gorgias: The Temptation to Speak

Socrates engages Gorgias, one of the great Sophists, in discussion of virtue and education, and converts Gorgias to teach true virtue rather than the corrupt craft of rhetoric.

Lecture Eleven: Parmenides: "Most True"

This dialogue prefigures Hegel for its baffling qualities; it is a protracted and very difficult discussion on the nature of being and the consequences of Plato's conclusions for the theory of the ideal forms of being. Professor Sugrue argues again that Plato was fully aware that his ideas were in great difficulty toward the end of his life, but he launches an attack on their alternatives to rescue his own theories as the only workable "second best".

Lecture Twelve: Sophist & Statesman: The Formal Disintegration of Justice

This pair of dialogues continue Plato's later project to expose the weaknesses of his earlier work and to propose and defend a workable theory and practice for knowledge and politics. The philosopher/king of the Republic does not rule in this state, and politics becomes a craft of reconciling opposites rather than a pursuit of truth.

Lecture Thirteen: *Phaedrus*: Hymn to Love

The great lyrical masterpiece of Platonic poetry. The main themes of love and rhetoric are bridged by a complex of related themes: identity, the soul, desire and the longing for ultimate beauty.

Lecture Fourteen: *Symposium*: The Pride of Love

Plato's famous description of a drunken discussion among Socrates and other remarkable Greeks concerning the nature of love.

Lecture Fifteen: The Platonic Achievement

In the first of two concluding lectures, Professor Sugrue summarizes his view of the actual and intended effects of Plato's work. Platonic argument is usually appreciated as the origin of western speculation, but it is at least as important, Sugrue argues, to view Plato from the perspective of the intellectual traditions he continued and transformed. He argues that Plato's mission was to reconstitute Greek religion after the assault on Greek culture from the new physics and the

sophists. Plato prefers a far more static, fixed social order, calling back to the solar gods. And, following the military defeat of Athens in the Peloponnesian war, he seeks to create a new hero in answer to Homer's Achilles, a hero of knowledge and virtue.

Lecture Sixteen: The Living Voice

In this last lecture, Professor Sugrue attempts a summary and understanding of Plato's new hero, Socrates himself. This hero represented to us through the Dialogues is a deeply ironic character — ironic because his questions often lead to no conclusions, because he is deeply distrustful of the written word and yet that is how we come to know him, because the burden of his method is to insist that we learn in conversation, in dialogue. And in this insistence on knowledge and on communication with others is an implicit ethic that is his final rebuttal to the corruption's of Greek society and our own.

Course No. 462 Video or Audio





PHILOSOPHY & INTELLECTUAL HISTORY

THE SEARCH FOR A MEANINGFUL PAST: PHILOSOPHIES, THEORIES AND INTERPRETATIONS OF HUMAN HISTORY

Professor Darren Staloff ★ *City College of New York*

Does human history reveal a pattern, perhaps even a purpose for our destiny? Or is the terror of history a nightmare so unbearable that we are driven to believe in comforting myths? Is Hegel right in believing that history reveals the progressive revelation of Reason and Spirit? Or is William McNeill's view of history as the progress of biological parasitism and epidemic more correct? Or, from a further step removed, are historical explanations themselves simply a species of storytelling with predictable patterns of narrative and conclusion?

PART I

Lecture One: Issues and Problems

The texts discussed come from a range of disciplines from philosophy and history to sociology. The course considers three distinct sets of issues.

Substantive Issues. What, if anything, is the meaning of human history? Where is it headed? Why has it taken the course that it has? Are there laws of historical development? Does history have a telos or end? Is historical causation and development different from that of nature?

Critical Issues. Is history an art or a science? Are historical accounts narrative or explanatory? Can history be objective, or is all historical interpretation relative?

Pragmatic Issues. These are practical questions that get at our deepest assumptions and intuitions about history. Why should we study history? Is it the principal form of human understanding or is it a tale "full of sound and fury, signifying nothing"? Is historical self-awareness really beneficial? Can history teach us any lessons?

Lecture Two: Mircea Eliade's *Cosmos and History* and Cyclical Time

The great religious historian discusses the enormous tension created in the western mind by the linear conception of time, a legacy of the Judeo-Christian prophets and their affirmation of the terrors of history.

Lecture Three: The Early Enlightenment and the Search for the Laws of History: Vico's *New Science of History*

Giambattista Vico fashioned a theory of history which held that all civilizations proceed through three distinct phases — of Gods, of Heroes, of Men — before declining into luxury and decadence. Vico suggests measures to defeat this cycle in the modern west.

Lecture Four: The High Enlightenment's Cult of Progress: Kant's "Idea for a Universal History from a Cosmopolitan Point of View"

Immanuel Kant devised a program for understanding history as the expansion of human powers of reason with a prescription for a league of nations as the final challenge of human history. His work was admired by Woodrow Wilson.

Lecture Five: Hegel's Philosophy of History

The often opaque and circular Hegel ("Spirit is Reason in-and-for-itself and Freedom is the Idea of Spirit") is made clear in this lecture on one of the most profound and abstract of philosophers.

Lecture Six: Marx's Historical Materialism

In Marx, the philosophy of history enters into history with a crash. His theory of productive relations, the path of history and the relation of ideas to economic production are explained and discussed.

Lecture Seven: Nietzsche's Critique of Historical Consciousness:

On the Advantage and Disadvantage of History for Life

Modern philosophy's bad boy asks the simple, pragmatic question "Why should we think about history?" The answers yield a surprisingly strong antidote to the spiritual malaise of the modern day.

Lecture Eight: Weber's Historical Sociology

This lecture explains the three types of legitimate domination within civilizations.

Course No. 425 Video or Audio

PART II

Lecture Nine: Taking the Long View: Arnold Toynbee and World Historical Speculation

Arnold Toynbee's rich survey of 23 distinct civilizations yields challenging findings. Why are societies like the Eskimos stagnant? What are the recurrent types of individuals who launch civilizations on their course? Who are the progenitors of heroic ages and what purposes have they served?

Lecture Ten: Twentieth Century Neo-Idealism:

R.G. Collingwood's *The Idea of History*

The argument that history cannot and should not resemble the natural sciences is made here. Naturalism ignores the fact of human freedom and will in the creation and, hence, the understanding of history.

Lecture Eleven: The Positivist Conception of Historical

Knowledge: Carl Hempel's "The Function of General Laws in History"

Hempel insists that the study of history produce general laws connecting cause and effect, as would any other science.

Lecture Twelve: Analytic Musings: Arthur Danto's *Narration and Knowledge*

Danto attempts to reconcile the charges of the positivists that history must become a science with the sense that a narrative explanation — a story — is itself a type of causal explanation.

Lecture Thirteen: Social History, Structuralism, and the Long Duree:

Fernand Braudel's *On History*

What different kinds of understanding are available to us as the span of time studied increases? Can the study of very long durations reveal elemental structures of society and relationships? What are the limitations of such study?

Lecture Fourteen: Post-Structuralism and the Linguistic Turn:

Hayden White's Introduction to *Metahistory*

This lecture reviews a linguistic analysis of historical explanations. It argues that history is explained in narratives, and that the structures of these narratives fall into four grand types and that each of these types has its own explanatory style and ideological consequences. The "meaning" of history is explained entirely by the style of narrative that "employs" it.

Lecture Fifteen: Naturalism Revisited: William McNeill's *Plagues and Peoples*

The remarkable argument of the great American historian William McNeill is discussed in this lecture. History is seen through the lens of the progress of disease, parasitism and immunology.

Lecture Sixteen: The Heterogeneity of Historical Understanding

In this concluding lecture, Professor Staloff reviews the two principal styles of historical understanding — idealist and naturalist — arguing that both are internally consistent and coherent, while they are entirely at odds with each other. He suggests the ways in which both are necessary for our full understanding of history and how each serves as a necessary check on the other.

Course No. 426 Video or Audio

PROFESSOR DARREN STALOFF received his A.B. from Columbia College in 1983 and his M.A. from Columbia University in 1985. He then went on to receive his M. Phil. in 1986 and his Ph.D. in 1991, both from Columbia University.

Currently an assistant professor at The City College of New York, Staloff recently served as a Post-Doctoral Fellow at the Institute for Early American History and Culture in Williamsburg, Virginia.



POWER OVER PEOPLE: CLASSIC AND MODERN POLITICAL THEORY

Professor Dennis Dalton ★ *Barnard College/Columbia University*

"The reason you have to arrive one half-hour early to get a seat in Dalton's classes...the reason that as many as 813 students have registered for one of his classes...is because he is a brilliant practitioner of that time-dishonored method of instruction: the lecture."

NEW YORK NEWSDAY

Dr. Dalton's lectures contrast two warring factions that have shaped political theory for over 2,500 years — Idealism and Realism. The course is taught as a dialogue between these two embattled camps across the great expanse of history; the course demonstrates clearly the power of ideas in shaping human destiny. The contrast begins in Greece where Plato and his student Aristotle commence the split in political doctrine that continues to this day. Dr. Dalton then contrasts Rousseau's "noble savage" with Machiavelli's "savage noble". In the last century, Marx continued the tradition of those who sought to create a better human nature and was rebutted by Freud who argues that the future of all such illusion is to end in destruction and discontent. Finally, emphatically, these ideas conflict in the political thought and practice of Hitler and Gandhi, where political theory is written in the blood of life.

Lecture One: Plato's *Republic*

The defining treatise of political theory is reviewed, establishing the argument that is the starting point for more than two millennia of debate.

Lecture Two: Aristotle's *Golden Mean* in *The Politics*

The first great response to Plato's radical revisioning of society is Aristotle's argument for property, patriarchy, family and the middle class.

Lecture Three: Machiavelli: Political Realism in *The Prince*

Political theory becomes political practice for the first time in the hands of this revolutionary defense of order and the use of power.

Lecture Four: Rousseau and the *Civil State* in *The Second Discourse*

The spirit of idealism is revived in Rousseau's concept of the general will. Professor Dalton explains and tests Rousseau's argument in its historical context and prepares the way for us to examine it in light of our own time.

Lecture Five: Marx and the Vision of Political Economy

Marx inherits and develops the tradition of idealist political theory. Professor Dalton examines Marx's view of human nature and its development in capitalist society, leading to his prescription for a vastly different social organization.

Lecture Six: Freud's Dark Reply to Marx

For all the mystique that surrounds it, Freud's view of human nature is heir to the tradition of harsh realism in the understanding of human nature. The political consequences of this view, and the prescient power afforded to Freud by this view are discussed.

Lecture Seven: Hitler's Ideology of Exclusivity

In the last two lectures of the series, Dalton contrasts two theories of politics in practice in the twentieth century. He begins with the theory of Adolf Hitler, an articulated set of principles which yielded political success and historical ruin.

Lecture Eight: Gandhi and the Idea of Inclusivity

The contrast in historical results between Hitler and Gandhi is no more extreme than the contrast between the explicit principles that guided them. Dalton argues that Gandhi's theories, richly developed in this final lecture, point a way out of the false necessities that define so many of the struggles of our time.

Course No. 448 Video or Audio

FREEDOM: THE PHILOSOPHY OF LIBERATION

Professor Dennis Dalton ★ *Barnard College/Columbia University*

Dennis Dalton returns to the podium in this course of lectures to explore the meaning of the idea of freedom. Drawing on his work as a scholar of Gandhi and of Indian political thought, Dalton examines the progress of both personal and political freedom in the lives and work of important theorists and activists. Centrally, Dalton recounts the progress toward personal liberation and spiritual freedom found in the lives of those whose lives were often consumed by fierce and difficult struggles for political freedom. And he argues that these results are not separate mysteries, but truths linked by the same path.

Lecture One: Freedom in the Ancient World

The idea of freedom as expounded by ancient Indian philosophy (the concept of *swaraj*), Greek political theory in the writings of Thucydides and Plato's *Republic* and early Christianity.

Lecture Two: The Advent of Freedom in the Modern World

The distinctively modern meanings of freedom in the political theories of Seventeenth century philosopher John Locke and Eighteenth century French philosopher Jean-Jacques Rousseau.

Lecture Three: Hegel's Philosophy of Freedom, God and the State

The idea of freedom expounded by the German philosopher G.W.F. Hegel in the Nineteenth century and the theoretical relationship of this idea to his concepts of God and the State.

Lecture Four: John Stuart Mill's Philosophy of Freedom

An analysis of Mill's classic text, *On Liberty*, showing its contrasts with Hegel, its similarities with Locke and its defense of freedom of expression against the "tyranny of the majority."

Lecture Five: Emma Goldman and the Anarchist Idea of Freedom

Goldman's anarchism contrasted with the liberalism of Mill and the nationalism of Hegel. An examination of her youth, as related in her autobiography, to show the influence of her childhood upbringing on her theory. The main components of her anarchism and her critique of the Bolshevik Revolution.

DENNIS G. DALTON is the Ann Whitney Olin Professor of Political Science at Barnard College, Columbia University. Dalton received his Bachelor's degree from Rutgers University in 1960, and did post-graduate work at the University of Chicago. In 1965, he earned his Ph.D. from the University of London in Political Theory. Since then, he has taught at Barnard College of Columbia University.



Lecture Six: Mahatma Gandhi: Personal and Political Freedom

Gandhi's concept of freedom examined in the context of his life and leadership of the Indian independence movement. Examination of his Calcutta fast as a study in his attempt to free India not only from the British but from fear itself through his method of nonviolent action.

Lecture Seven: Malcolm X's Quest for Liberation

An analysis of the life of Malcolm X. His life is compared with Gandhi's in terms of their similar attempts to cope with racist oppression, both moving through stages of personal development that influenced their ideas about freedom and humanity.

Lecture Eight: Martin Luther King, Jr.: Stride Toward Freedom

King's emphasis in his speeches and writings on the idea of freedom. An examination of this idea and its meaning in the context of the Montgomery bus boycott of 1955-56 that he led. The connection between his theories of freedom and nonviolence as compared with Gandhi.

Course No. 449 Video or Audio



PHILOSOPHY & INTELLECTUAL HISTORY

THE ORIGIN OF THE MODERN MIND

Professor Alan Charles Kors ★ *University of Pennsylvania*

This course literally invites you to inhabit the mind of Europe before the rise of science and to experience the change in world view that swept the continent in "The Century of Genius" and changed the world forever. In a series of lectures that share in the excitement of the mind's discovery of its own powers over nature and even itself, Professor Kors explains the work of Bacon, Descartes, Galileo and Newton which led to the most profound shift in world-view in the history of the West. And he discusses the skeptical reservations of Pascal and Bayle to this new world order which led, in a matter of a generation, to revolution throughout Europe. If you doubt for a moment the power of mere ideas to shake the human world to its foundations and build it up again, or if you believe in such power and want to see its workings laid bare by one of the great scholars of our day, take this course.

Lecture One: Aristotle and Authority

Lecture Two: Bacon and the Call for a New Science

Lecture Three: Descartes' Vision of Perfect Knowledge

Lecture Four: God's Mathematical Order: The New Cosmology

Lecture Five: Locke's Theory of Knowledge

Lecture Six: The Newtonian Revolution

Lecture Seven: Learning and Skepticism: Pascal and Bayle

Lecture Eight: The Triumph of the Moderns

Course No. 453 Video or Audio

ALAN CHARLES KORS is Professor of History at the University of Pennsylvania. Kors received his bachelors degree summa cum laude from Princeton University. After winning the undergraduate History Thesis Prize at Princeton, he did post-graduate work at Harvard, where he also earned his Ph.D., on a Danforth Fellowship, Harvard Prize Fellowship, Woodrow Wilson Fellowship and Dissertation Fellowship, and earned but declined a Fulbright Fellowship.

Kors has taught at the University of Pennsylvania since 1968 and has received virtually every teaching award the University of Pennsylvania has to offer; his students evaluate his lectures as nearly perfect.

THE MIND OF THE ENLIGHTENMENT

Professor Alan Charles Kors ★ *University of Pennsylvania*

This course is a provocative and remarkably well-crafted sequel to his SuperStar Teacher course on The Origin of the Modern Mind. In this course, Professor Kors examines the consequences of the mind set free in the 18th century, when the Judeo-Christian tradition faced the fundamental challenge of Deism, when Voltaire and Montesquieu formed relativist theories of thought never before dreamed, and when the entire notion of the relationship between God, nature and Europe's own sense of the natural order of things was set in turmoil.

The course explores deep conceptual change as a historical phenomenon. These conflicts were not the dry arguments of angry academics; the streets of Europe were washed in the blood of these debates. These arguments informed our own revolution and continue to govern our lives today.

Lecture One: The New Philosophy

Lecture Two: Deism: The Claims of Natural Religion

Lecture Three: The Problem of Relativism: Montesquieu and Voltaire

Lecture Four: God's Providence: The New Vision of Nature

Lecture Five: The Skeptical Challenge to Optimism

Lecture Six: The Philosophes: The Triumph of the French Enlightenment

Lecture Seven: Rousseau's Dissent: The Challenge to the Idea of Progress

Lecture Eight: Naturalism and Materialism: The Boundaries of the Enlightenment

Course No. 418 Video or Audio

ETHICS AND PUBLIC POLICY

Professor Edward N. Beiser ★ *Brown University*

Abortion, gun control, flag-burning, capital punishment, racial and gender equality and other issues like these dominate today's public decisions and discussion. Which side is right? Whose side are you on? Is there a good way to choose?

Consider this: You're a waitress in a diner. One day the owners take a poll of customer preferences and decide to make all female employees wear miniskirts. Should you refuse? What if you wear miniskirts when you are not at work? Should it matter that other women are harmed by their portrayal as sex objects?

Or this: You are a physician treating a patient with AIDS who fears discrimination. Are you obliged to tell your other patients who you are treating?

Is cursing the flag free speech? Is burning one also protected? What about burning a cross?

This course subjects current controversial issues to a rigorous and systematic analysis. The course is concerned with the process that leads to specific answers rather than to the answers themselves. This course is meant to be unsettling. Throughout the course, you will find yourself answering question after question only to have your assumptions tested and modified by the next. Prepare to think.

Lecture One: The Nature of Rights: Competing Conceptions

Professor Beiser begins the course by explaining the different theories of the origin of rights and contrasting their consequences.

Lecture Two: When Values Conflict

With a series of tough and stimulating cases, Professor Beiser takes away the easy answers to our notions of absolute rights, and suggests how we might think when values collide.

Lecture Three: On Liberty: Political Censorship

What is speech? Should it always be free? The answers to these two questions that just popped into your mind will not be the ones you will take away from this lecture, which asks fundamental questions about the kinds of expression we want to protect from censorship.

Lecture Four: On Liberty: Censoring the Offensive

Again, reflection triumphs over reflex as Professor Beiser guides us through a series of examples of communication, and also develops some guidelines for when we should listen to experts.

Lecture Five: On Liberty: Are Medical Issues Special?

Posing some of the most difficult dilemmas in the course, Professor Beiser surveys a series of questions that are inherent in the everyday practice of medicine, issues that are now front and center of our national debate.

Lecture Six: Racial Equality: The American Dilemma

Hard choices are posed for the American commitment to equality and justice.

Lecture Seven: Are All Persons Created Equal? The Matter of Gender

Professor Beiser poses seven cases on hiring practices to test our view of equitable and reasonable behavior in gender relations.

Lecture Eight: Conscience!

The lectures have developed a set of rules. When should the individual's sense of right govern over the rules developed by the society at large? No sphere of our action escapes this question, from medicine to race to speech.

Course No. 410 Video or Audio

PROFESSOR EDWARD BEISER is Professor of Political Science and Associate Dean of Medicine at Brown University. He received his bachelor's degree cum laude from the City College of New York in 1962. He received his Master's and Ph.D. from Princeton University in 1964 and 1967, and received his J.D., cum laude from Harvard Law School in 1977. From 1968 to the present, Beiser has been Professor of Political Science at Brown University, and, since 1985, has been the Associate Dean of Medicine.



NO EXCUSES: EXISTENTIALISM AND THE MEANING OF LIFE

Professor Robert Solomon ★ *University of Texas*

Existentialism is one of the most exciting and enduring philosophies of the twentieth century. With its powerful emphasis on individual responsibility and the importance of passion in life, it provides a vision of life that is particularly appealing to contemporary American students of all ages. This course explores the religious existentialism of the Danish philosopher Søren Kierkegaard, the warrior rhetoric and often shocking attacks on morality and religion by Friedrich Nietzsche, the bold and profound approach to philosophy advocated by Martin Heidegger, the "absurd" view of life envisioned by French-Algerian novelist Albert Camus, and the radical, uncompromising notion of freedom defended by the late French existentialist Jean-Paul Sartre.

This is not a philosophy addressed to language puzzles or stale platitudes: Existentialism is philosophy at work in the trenches of life, calling us to immediate awareness, commitment, and passionate revery in the fact of the freedom this philosophy has exposed for us. If these ideas are new for you, so is life. Take the course, breathe free.

Lecture One: Introduction: Camus, *The Stranger*

The sources, sensibility and main themes of existentialism are reviewed. Camus' great novel is taken as the starting point for exploring the existential philosophy.

Lecture Two: Camus, *The Myth of Sisyphus*, *The Plague*, *The Fall*

Solomon further expands the view of Camus, exploring the content and consequences of the "absurd".

Lecture Three: Søren Kierkegaard

This lecture examines the Christian existentialism of this Danish philosopher who sought a truth "for which I can live and die."

Lecture Four: Friedrich Nietzsche

Misunderstood as a nihilistic atheist, this lecture superbly exhibits the philosophical program of this most powerful critic of his and our time.

Lecture Five: (Husserl) Heidegger and "Phenomenology"

Solomon explains the complex argument of phenomenology, with particular emphasis on Heidegger's *Being and Time*.

Lecture Six: Jean-Paul Sartre: *The War*, *Freedom and Phenomenology*

Radical freedom and commitment, rejection of the traditional canon of philosophical categories and the elevation of emotion to the throne of human understanding mark the philosophy of the ultimate existentialist.

Lecture Seven: Sartre's Ontology, "Bad Faith" and Freud

Sartre's topology of experience and consciousness is explained and strongly contrasted with Freud's determinism.

Lecture Eight: Sartre's *Being-for-Others*, *No Exit*

Solomon explains Sartre's illusionless view of our relations to others.

Course No. 430 Video or Audio

ROBERT SOLOMON, Ph.D. received his undergraduate degree in molecular biology from the University of Pennsylvania and his masters and doctoral degrees in Philosophy and Psychology from the University of Michigan. He has taught at the University of Texas since 1972 where he is now the Quincy Lee Centennial Professor of Philosophy. He has published more than a dozen books in philosophy and psychology.

INTERVIEW WITH ROBERT SOLOMON

TTC: It appears that romantic love followed by a life long bond is a relatively recent invention. What is your view of this argument?

RS: I think it is basically true. The notion of romantic love only fully comes into view with romantic philosophy in the 18th century. And of course there are many precursors for erotic love. People have been drawn together and have stayed together for many millennia. The particularities of romantic love, which is what I look at, are very new. Much of what we take to be instinctual or natural is a very sophisticated cultural development.

TTC: How do you reconcile your very persuasive argument that emotions are chosen with the widespread success of anti-depressant drugs like Prozac?

RS: To say that something is chosen is not to say that something is purely mental or that it comes from nowhere. Clearly, all choices are part of our existence as embodied creatures and part of our body is the brain. In one of the lectures I quote Kurt Vonnegut, one of whose characters is rather crazy, and he says, "Bad ideas and bad chemicals, that's the Yin and Yang of craziness."

My view is a lot like that. I think it's a big mistake when psychiatrists form gangs, the psychiatric side on one hand and the neuro-physiological side on the other. Obviously, the two go together and they both have to do with choice. You make a choice when you decide to take Prozac. I also think that ordinary depressions, not the clinical kind, have a serious cognitive content. Depression is one way that your brain tells you that there are some things you should be thinking about that you're not dealing with.

(continued next page)



LOVE AND VENGEANCE

Professor Robert Solomon ★ *University of Texas*

Professor Solomon is rated in the top 1% of professors at the University of Texas at Austin. His students explain why in their reviews of his teaching: "This was the best course I've ever taken at UT," "Great teacher, terrific course," "The best taught course I've taken at UT," "Bravissimo."

Love and vengeance are extreme emotions, but through them we come to understand the enormous power and importance of the emotions in human life. In so much of our culture, the emotions are ignored or discouraged. This neglect is reflected in Western philosophy (and Eastern philosophy, too), which often views itself as the enterprise of dispassionate rationality. Generations of thinkers have encouraged us to adopt an attitude of apathy or Nirvana, and the history of philosophy is, for the most part, the history of the abuse of the emotions.

This course is a personal and insightful look into the nature of love, the urge to vengeance, and other emotions and their place in our lives. Love, Solomon argues, is not a "feeling" but a profound, partly voluntary transformation of our world. Vengeance, he argues, is an essential aspect of justice. Both love and vengeance are creative and establish values. One cannot talk about ethics without talking about emotions, and one cannot do a proper analysis of emotions without getting deeply into ethics. If you have ever been confused about love, if you have ever found yourself wondering about the source and power of your emotions, or if you find yourself in the trap of denying or rejecting precisely those emotions that can give your life the most meaning, take this course.

Lecture One: Love, Vengeance and the Nature of Emotion

Professor Solomon discusses the problem we have philosophically and culturally in confronting and defining love and vengeance.

Lecture Two: Love and Plato's *Symposium*

Solomon reviews the conceptions of love that have dominated our understanding of this baffling blessing using the famous drunken dialogue recorded by Plato.

Lecture Three: "Wild Justice" — the Nature and Legitimacy of Vengeance

Have we repressed vengeance as the Victorians repressed sexuality? Is justice blindfolded to shield her eyes from the true face of wrath? What is the nature of revenge and can we square it with our image of ourselves?

Lecture Four: Emotions and Feelings

Solomon reviews the ways the western mind has tried to understand its emotions, particularly anger. He begins to set the foundation for his argument that emotions are intentional, not irrational sensations over which we have no control.

Lecture Five: Physiology and Behavior

In this lecture, Solomon examines emotions as a physical phenomenon, as chemical events in the brain, the usefulness of this approach to understanding ourselves and the implications of philosophy for this view and of this view for philosophy.

Lecture Six: Emotions and Choice

In the view of existentialism with its notions of radical freedom and responsibility, emotions are not something you *feel*, they are something that you *do*. This argument is reviewed and refined.

Lecture Seven: Emotions and Meaning

In this lecture, Solomon brings his main defense of the life of the heart — that emotions are the source of life's meaning — and his main indictment of the life of the mind advocated by most of our philosophical tradition — that emotions are to be controlled or purged as distractions from true perception.

Lecture Eight: The World(s) of Emotion

How we build a world with emotional choices and then entangle ourselves in it. Why we love love, vengeance, horror, Dracula, and Antigone.

Course No. 431 Video or Audio

(continued from page 14)

TTC: In Love and Vengeance, you argue that the world is magically transformed by emotion, a phrase you borrow from Sartre. And at the end of your course on existentialism, No Excuses, you remind us of Sartre's dictum that hell is other people. Is the magical transformation that emotions afford a change from the present world of hopeful illusion to a world of grotesque manipulative struggle among wills?

RS: I hope not. I'd like to work my way between the two. I think that Sartre is a healthy antidote to many

comfortable illusions we foster. The alternative to Sartre is not the blase assumption that relationships are easy that too many people seem to think is the test of a true relationship.



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PHILOSOPHY AND HUMAN VALUES

Professor Rick Roderick ★ *National University*

What is the best life for human beings? How should I live? What should I value? These are the questions that guide these lectures; the same questions that intrigued philosophers like Socrates, the Stoics, the Skeptics, Kant, Mill, Hegel, Nietzsche, Kierkegaard and that (should) interest us today. Professor Rick Roderick's lectures offer no dogmatic answers, but only certain paths that have been taken in the past as they relate to us today. This way of proceeding is grounded in the very stuff of everyday living, with all its passion and immediacy. The lectures relentlessly compel you to rethink the project of our culture and our lives.

These lectures are connected to Professor Roderick's two subsequent courses by their focus on a set of questions both simple and profound: What should it mean to be human? Is our answer compatible with the conditions of postmodern culture?

The lectures end on the cautionary note that we, as a culture, may be losing our sense concerning values and even our sense of being human in an age of technology and information, a culture in which unconsciousness of desire is a goal and not a problem.

Lecture One: Socrates and the Life of Inquiry

Professor Roderick opens the series with a discussion of Socrates and his relentless questioning concerning the best life for humans. This inaugurates the Western philosophical tradition in terms of values.

Lecture Two: Epicureans, Stoics, Skeptics

Roderick compares the Stoics' and the Skeptics' way of life and views of the human condition, with a brief note on the Epicureans. Anselm's argument for the existence of God is presented as a close to this period in the search for values and meaning.

Lecture Three: Kant and the Path to Enlightenment

Roderick reviews Kant's ethical imperatives and modernity. He presents an examination of the puzzles concerning Kant's view of the ethical.

Lecture Four: Mill on Liberty

This lecture offers a brief account of Mill on the topic of liberty as a central feature of human social life and happiness. Roderick recounts some criticisms of Mill for offering a one-sided account of freedom.

Lecture Five: Hegel and Modern Life

Hegel is introduced briefly as the figure who adds the historical dimension to the question of the best life for humans. Marx is discussed as a deepening of Hegel's account of the human situation.

Lecture Six: Nietzsche: Knowledge and Belief

Nietzsche is presented as a critic of modernity and of the philosophical enterprise in general. Much of Professor Roderick's discussion focuses on Nietzsche's views concerning morality and Christianity.

Lecture Seven: Kierkegaard and the Contemporary Spirit

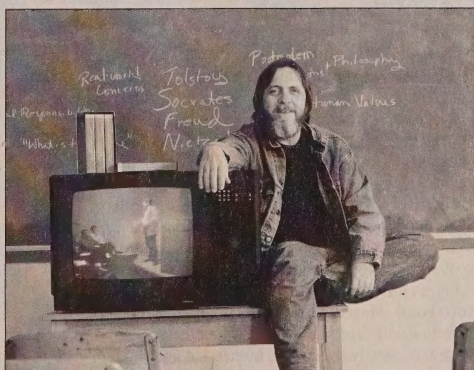
Kierkegaard is presented as the greatest modern defender of Christianity and (very much like Nietzsche) a brilliant critic of modernity. The impossibility of psychology and the inevitability of despair are examined.

Lecture Eight: Philosophy and Postmodern Culture

A summary of the course as it relates to our current post-modern situation. What is the best kind of life is left, as it must be, an open question.

Course No. 469 Video or Audio

Professor Roderick is an unabashed 60's radical who once hustled pool to support his commune. He has taught at the University of Texas and Duke University, where he received perfect marks from students evaluating his course. The critical engagement he forces on us is as rewarding as it can be disturbing. The Duke course guide reported, "Many rate it as the best course at Duke. 'It will change your life.'"



"Most students praise this course for its provocative subject matter. Dr. Roderick presents the material 'in a highly biased, partial, even dogmatic manner, but this was one of the best facets of the course.' As a result, many rate it as the best course at Duke. 'it will change your life.'"

DUKE UNIVERSITY TEACHER COURSE
EVALUATION BOOK

"The classroom cowboy with the salt and pepper beard refuses to lose his Texas accent. 'If you've got a British accent in an eastern academic setting, you can say any horseshit you want and people will pass out around you.'"

ABILENE REPORTER NEWS



PHILOSOPHY & INTELLECTUAL HISTORY

NIETZSCHE AND THE POSTMODERN CONDITION

Professor Rick Roderick ★ *National University*

Few intellectuals have ever aroused the passions generated by this 19th century German philosopher and literary scholar.

Many-sided, powerful and ambiguous, Nietzsche is reviled as a precursor of German fascism, honored as a visionary prophet of modernism, and interpreted as the harbinger of a disturbing view of human identity which gains added credibility decades after his death. Yet most of us have never had the opportunity to examine his work at length. Now you have the opportunity to study his work with these lectures, which offer a revisionist and bold understanding of the contemporary importance of this philosophical giant whose last years were spent in madness and melancholy.

Nietzsche is widely and correctly regarded as a forerunner to the various postmodern figures such as Derrida and Foucault who dissolve the self into positions within texts, power systems, and discourses. The lectures attempt to face squarely the challenge of the present as anticipated paradigmatically by Nietzsche. The last lecture concerns itself with Nietzsche's progeny and sets the stage for the Professor Roderick's third course, *The Self Under Siege: Philosophy at the End of the 20th Century*.

Lecture One: Nietzsche as Myth and Mythmaker

Nietzsche is introduced as a myth and a mythmaker, someone who tried to write himself into being a self-created self. His life and the paradox of "a course on Nietzsche" are presented and discussed.

Lecture Two: Nietzsche on Truth and Lie

Nietzsche's controversial account of "truth" is discussed. Roderick argues that Nietzsche's claim is not simply "relativist," but a much more complicated view of the uses and abuses of "truth."

Lecture Three: Nietzsche as Master of Suspicion and Immoralist

Professor Roderick examines Nietzsche's method of genealogy as applied to the case of morality. The consequences of an "archaeological" view of morality and its development over time are displayed. The Greek and Christian outlooks are sharply contrasted.

Lecture Four: The Death of God

Professor Roderick attempts to unravel Nietzsche's remarks about the "death of God." Both a sociological and a metaphorical interpretation are offered.

Lecture Five: The Eternal Recurrence

An investigation of Nietzsche's thesis of the "Eternal Recurrence" in light of the death of God. The love of fate is viewed as central to his challenge.

Lecture Six: The Will to Power

Nietzsche's account of the will to power as fundamental to the human species is examined. Foucault's work serves as an example of the contemporary relevance of the account.

Lecture Seven: Nietzsche as Artist

Nietzsche's Zarathustra is discussed and interpreted as a modern myth.

Lecture Eight: Nietzsche's Progeny

Prof. Roderick brings the course together by summarizing Nietzsche's progeny. Here we ask, how can one be a follower of Nietzsche without violating the tenets of his argument?

Course No. 417 Video or Audio

THE SELF UNDER SIEGE: PHILOSOPHY IN THE 20TH CENTURY

Professor Rick Roderick ★ *National University*

What does it mean to be human? How can we find meaning in our lives? How can we maintain our selfhood? These questions guide the lectures as we follow the implications of Professor Rick Roderick's earlier courses to their disquieting conclusions. A brief account of Nietzsche, Marx, and Freud as "the masters of suspicion" sets the stage for our inquiry into whether the self is anything but various fragmented relations of power and desire.

Lecture One: The Masters of Suspicion

Roderick reviews the problem of staying human in the illusionless modern age. He recounts the challenges presented by Marx, Nietzsche, and Freud to traditional philosophical views of the self.

Lecture Two: Heidegger and the Rejection of Humanism

This lecture presents an overview of Heidegger's influential account of the human situation in the age of technology. The "deconstruction" of philosophy and the task of thinking are examined and questioned.

Lecture Three: Sartre and the Roads to Freedom

Prof. Roderick discusses Sartre as an "existentialist" and as a revolutionary in the context of the problem of human freedom. The existential revolutionary humanism of Sartre will be briefly compared and contrasted with Heidegger's rejection of humanism.

Lecture Four: Marcuse and One-Dimensional Man

Dr. Roderick looks at Marcuse's famous (or infamous) account of the antagonism between free human life and modern society.

Lecture Five: Habermas and the Fragile Dignity of Humanity

Here, a critical account of Habermas is presented, and his defense of modernity as it related to human beings as communicative actors is discussed.

Lecture Six: Foucault and the Disappearance of the Human

Dr. Roderick gives an overview of Foucault's account of the self as reduced to relations of power/knowledge in the "prisons" of the late 20th century. A discussion of the relationship between Foucault and Nietzsche is used to bring together the basic concern of the course with the extreme danger of the loss of human meaning in the present age.

Lecture Seven: Derrida and the Ends of Man

Using Richard Rorty as a guide, Prof. Roderick presents a brief account of Derrida's deconstructive procedures with a special emphasis on his view(s) of the end of "man" and the playful acceptance of our contingency, finitude, and fallibility.

Lecture Eight: Fatal Strategies

Using Jean Baudrillard's project as an incitement and a provocation, Professor Roderick concludes by discussing some of the strategies for escaping the 20th century with at least some prospects for the survival and, perhaps, the renewal of the human adventure—the task of becoming a self, a person.

Course No. 420 Video or Audio



COSMIC QUESTIONS: ASTRONOMY FROM QUARK TO QUASAR

Professor Robert Kirshner ★ *Harvard University*

"Professor Kirshner amuses and enthalls his audience with his constant ebullience. Respondents find his clear, well-organized lectures engrossing and easy to follow. Acclamations of Professor Kirshner's course are nearly universal."

THE HARVARD UNIVERSITY COURSE
EVALUATION GUIDE

If you are somewhat of a stranger to science and mathematics, you might expect to get lost during a course like this. But there is a reason that Rob Kirshner is revered as a teacher. He can communicate with untainted clarity the concepts and discoveries of modern astronomy and physics as well as his own nearly uncontainable enthusiasm for these subjects. The Harvard Confidential Guide reports on Professor Kirshner's style: "He explodes apples, tosses Milky Way candy bars into the audience and imitates electrons... Rarely will you come across a course at Harvard that tries as hard to be both accessible and fun."

The audience at the tapings had these sorts of things to say about Dr. Kirshner's presentation: "Very dynamic presentation of complex material," "Makes very difficult subject matter understandable and interesting," "Fascinating and absorbing," "A brilliant mind and a great teacher."

Aside from the fun as Professor Kirshner swings a bagel over his head or shines flashlights at his nose, he covers -- well -- the entire universe in these eight lectures. A sample of the concepts covered: Big Bang, binary stars, black holes, collapsed stars, Doppler effect, globular cluster, helium synthesis, Hubble constant, Neutrino, nuclear cooking, standard candle, value of omega, weak force and WIMPS. This is teaching on a grand scale.

Lecture One: A Tour of the Universe

The composition, size, age and weight of the universe are discussed. Dr. Kirshner also illustrates the scale of cosmic inquiry in the following very rough set of relations in size: an atom is to a virus as a virus is to a human as a human is to the Earth as the Earth is to a star as a star is to a galaxy as a galaxy is to the universe.

Lecture Two: The Secrets of Starlight

How we can determine the distance, velocity and composition of objects billions of light years away is described. A fascinating discussion of the techniques for detecting electromagnetic vibrations using current technology.

Lecture Three: Force and Motion

The rules of gravity and what they permit us to infer about the existence and behavior of distant objects is detailed. Black holes, the strong nuclear force and general relativity are discussed.

Lecture Four: Life and Death of Stars

Dr. Kirshner explains how stars are formed and carefully details the process by which stars die, forming neutron stars and supernovae.

Lecture Five: Crushed Stars and Strong Gravity

Prof. Kirshner spells out how we determine the structure and mass of our own galaxy, the speed and size of distant galaxies and what all of this suggests about the age of and life to come for the universe.

Lecture Six: An Expanding Universe

The evidence for the Big Bang theory is reviewed. Dr. Kirshner marshals the best information we now have to determine whether the universe will continue expanding forever or whether it will collapse back on itself. The role of dark matter in projecting the future of the cosmos is explained.

Lecture Seven: Mass in the Universe

Dr. Kirshner explains how three-dimensional maps of the distribution of galaxies can be produced. We would expect the Big Bang to produce a fairly uniform distribution of matter in the universe, and the background microwave radiation thought to be produced by the Bang is fairly smooth, but the maps of galactic distribution show very clustered matter. Dr. Kirshner discusses various attempts to reconcile these facts, the age of the universe, and the effect on the shape of the universe for different values of the variable "omega."

Lecture Eight: Will the Universe Expand Forever?

Problems in estimating the Hubble constant and measuring the curvature of space are reviewed. The role of Quasars in the history of the universe is also covered.

Course No. 145 Video or Audio

ROBERT KIRSHNER graduated magna cum laude in astronomy from Harvard College in 1970. He attended the California Institute of Technology on a National Science Foundation graduate fellowship and received his Ph.D. there in 1975. After post-doctoral work at the Kitt Peak National Observatory, Dr. Kirshner joined the faculty of the University of Michigan where he was awarded an Alfred P. Sloan Research Fellowship and the University of Michigan's Russel Prize for Research and Teaching. At Michigan, he became professor, chairman and director of the McGraw-Hill Observatory. In 1985 he accepted a position at Harvard University, becoming chair of the Astronomy Department in 1990.

Author of over 180 scientific articles, Dr. Kirshner has concentrated on problems of supernovae, supernova remnants and extragalactic astronomy. He has been the principal investigator for the observations of Supernova 1987A with the International Ultraviolet Explorer Satellite and is principal investigator for the Supernovae Intensive Study (SINS) with the Hubble Space Telescope.





BUSINESS

BUSINESS LAW: CONTRACTS

Professor Frank B. Cross, J.D. ★ *University of Texas at Austin*

What is a contract? How can you make one binding? How can you avoid being prematurely bound by one? What can you do to get out of a contract? What remedies are available if someone breaches your contract? What special rules apply to international contracts? These questions and the other important issues of legally enforceable promises are covered in the eight lectures of this course.

Lecture One: Foundations of Contract

Contract is defined, and the elements and types of contracts are examined. Your 15 year-old daughter buys a car and wrecks it that day. Who owes for the car? Her? The dealership? You? Gambling is illegal in your state, but you use your credit card to play machines in Atlantic City. Can you refuse to pay the bill? Are oral contracts worth as little as the paper they are written on, or can they be fully enforced?

Lecture Two: Offer and Acceptance

One party makes an offer and the other accepts, refuses or makes a counter-offer, but there are many possible slips in between. Which offers are binding on the offeror? What are the consequences of promises to marry? How must acceptance be communicated? What happens when the acceptance does not exactly match the offer?

Lecture Three: Consideration, Capacity and Form

This lecture considers three more elements of a binding contract; how much each party must give up for a contract to be made, whether and when drunks, children and others of "diminished capacity" can make contracts and when the contract must be in writing.

Lecture Four: Genuineness of Assent

When do mistakes by either party or fraud by one of them invalidate a contract? When can a party successfully claim that an agreement was reached under duress?

Lecture Five: Performance and Discharge

If you've ever built a house, you have surely wondered what the law requires when a valid contract is in place and one party does not perfectly perform its obligations? No business in America has failed to confront this question. What conditions will excuse performance?

Lecture Six: Remedies

If a contract has been breached, how do the courts decide how much you are owed?

Lecture Seven: Third Party Rights

This lecture considers the rights of parties other than those who have entered into the contract to enforce its obligations. When can rights under a contract be assigned to someone else? When can a contract that benefits you be enforced by you?

Lecture Eight: International Contracts

This is an increasingly important concern for each of us and our businesses. Simple translation is only the first problem (Rolls Royce "Silver Mist" translates to mean "manure" in German), and there are hundreds of variations on rules among countries. Professor Cross gives an overview of the issues raised by international agreements, letters of credit and other commercial practices.

Course No. 561 Video or Audio

BUSINESS LAW: NEGLIGENCE AND TORTS

Professor Frank B. Cross, J.D. ★ *University of Texas at Austin*

This course addresses two important questions. When is someone else legally responsible for harm done to you? When are you legally responsible for harm done to someone else? Significant controversy surrounds this entire area of the law.

Lecture One: Foundations of Torts and Introduction to Negligence

In this lecture, Professor Cross describes the fundamentals of the rules that determine when we will compel one person to pay for harm done to another and the sorts of harms with which the law is concerned. Negligence, strict liability, intentional torts, the "reasonable person" standard and other basics of tort law are introduced.

Lecture Two: Negligence (continued)

In this lecture, Professor Cross considers the duties of landowners to trespassers, (many cases in this area concern burglars who are hurt while robbing the landowner and children who invade swimming pools) guests and others. He then discusses the tangled search for causal connections that often determines whether one person's acts are in law the cause of another's harm. Various defenses are also considered. Is it enough to put up a sign warning that the floors in your store are slippery? Must a doctor warn a potential victim that a patient wants to kill them?

Lecture Three: Intentional Interferences with Property

Your neighbor's tree interferes with your fence and your sunlight. You cook with mountains of garlic that vent into your neighbor's apartment. Someone takes your umbrella from a restaurant but returns it as soon as the rain stops. The police use the roof of your home to spy on a drug operation. In which of these cases will the law rule that there has been an intentional interference with property? In which cases do we need to know more to decide?

Lecture Four: Defamation

This is the law of libel (written) and slander (oral), damage to a person's reputation. Can the dead be defamed? Is it defamatory to call someone gay? A Democrat at business school? A Communist? How specific must the name-calling be? What if you write that ten U.S. Senators have sexually harassed employees? When is truth a defense?

Lecture Five: Privacy and Emotional Distress

How will the courts protect our privacy from intentional or negligent invasion by others? What kinds of harm must be suffered before the courts will act?

Lecture Six: Product Liability

A burgeoning area of the law. Do cars need warning labels? Would they have any legal effect if they had them? When is the retailer liable for a manufacturer's defective products? The elements of liability for harm done by products and the defenses to it are discussed.

Lecture Seven: Business Torts

Interference with contracts and with prospective business relationships is discussed. The multi-billion dollar *Texaco v. Penzoil* verdict has given new notoriety to this area of tort law.

Lecture Eight: Trademark

Historically, interference with or misappropriation of trademarks was a tort, but is now governed by statutory law. The cases discussed include intrusions on the trade name, appearance and reputation of many famous products. The "Debbie Does Dallas" and "Lexis v. Lexus" cases are among them.

Course No. 562 Video or Audio

FRANK CROSS received his B.A. from the University of Kansas in 1977 and his J.D. from Harvard Law School in 1980. After graduation, he practiced law with the Washington, D.C. law firm of Kirkland & Ellis before his appointment at the University of Texas.

While at the University of Texas, Professor Cross has received numerous teaching awards, including departmental awards, MBA teaching awards, College of Business Administration awards, and one university-wide teaching award. Professor Cross also was honored four years ago as the nation's outstanding professor by the Academy of Legal Studies in Business. He was recognized as a top teacher by the *Business Week* guide to MBA programs.



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MENT PROFESSOR!**

GREAT WORLD RELIGIONS: BELIEFS, PRACTICES AND HISTORIES

What if you could assemble in your living room a group of the country's finest scholars and speakers on the world's great religious traditions?

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Whether your own belief in a higher power is traditional or personal, you might discover many different elements in the world's great religions which strengthen and enrich your own view of the universe and mankind's place in it. And you would lay the groundwork for a better understanding of both the history and the literature of the world, because both have been so powerfully influenced by the diverse ways the peoples of the world have expressed their spiritual natures.

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How has humanity reacted when we assume that Divinity exists?

How have our cultures across time and continents come to the conclusion that there is a divine power in the world?

Which historical periods have been associated with religious fervor and ferment?

What rituals have our great civilizations devised to recall the fleeting experience of the divine?

How have we tried to describe the divine -- what pantheons or trinities or injunctions against both have human societies invoked to describe God?

And what rules and rituals, what priestly orders, daily prayers, sexual practices and proper songs have we fashioned in the belief that they are necessary steps to God?

How can we make sense of religious genocide? And is the theory

we fashion to explain such warfare sufficiently generous to account for the hospital for birds operated by the Jains in Delhi where injured pigeons are nursed and cared for until they fly away free?

The inventions of each culture to describe and approach the divine exerts a magnetic intrigue. We see in each of them the work of minds as quick and deep as our own, and yet they yield expressions of divinity and humanity which we recognize as plausible and at the same time wholly different from our own: it is an exercise in theological anthropology.

There are hosts of good reasons to immerse yourself in the study of the world's great religious traditions, and we have added one new one to the list: We have assembled some of America's finest scholars and teachers of religion to explain these traditions to you in 50 lectures on audio or videocassette.

Part I Overview: The Christian Religions and Religious Fundamentalism

Dr. Robert Oden, The Hotchkiss School

- Lecture 1** Introduction to the Lecture Series and to the Study of Religion
- Lecture 2** The Hellenistic World and the First Christian Communities
- Lecture 3** Jesus and the Gospel Traditions
- Lecture 4** The Growth of the Early Christian Community
- Lecture 5** Eastern Orthodox Christianity
- Lecture 6** Reformed Christianity and the Revivalist Tradition in American Protestantism
- Lecture 7** The Origins of Christian Fundamentalism
- Lecture 8** Fundamentalism in America: Before and After the Scopes Trial
- Lecture 9** The New Religious Right, The Millennial Extreme and Some Thoughts on Comparative Fundamentalism
- Lecture 10** Explaining Religions' Differences and Similarities

Dr. Robert Oden, now the Headmaster of Hotchkiss School, was for 15 years with the Religion Department at Dartmouth College, which he chaired for several years. He is familiar to many of you for two courses he has already taught in the SuperStar Teachers Series: *God and Mankind: Comparative Religion* and *The Old Testament: An Introduction*. His credentials as a scholar are extraordinary. He holds six degrees, including a BA from Harvard University, a BA and MA from Pembroke College of Cambridge University in Religious Studies and Theology and his doctorate from Harvard University in Near Eastern Languages and Literatures.



RELIGION

"(Martin) Luther translated the Bible, and when he translated the Bible he didn't translate it into a more up to date version of Latin. He didn't translate it from Hebrew, in the case of the Old Testament, and Greek, in the New Testament into a more up to date Latin. He translated it into German, and when he translated it into German, and thereby shaped German literature at least as profoundly as Shakespeare shaped English. When he translated it into German, he was essentially saying, 'I am freeing the interpretation of the Bible from the Church held monopoly, from that series of single usually allegorical interpretations given by the Church for every problematic passage, and I'm freeing it by putting it into all of your hands.'"

PROFESSOR ROBERT ODEN, PART ONE

More than a year ago, we asked Dr. Oden to help us organize this series, which many of you had asked us to prepare. He teaches the first of the five Parts of the course. Part One is titled Overview, The Christian Religions and Religious Fundamentalism. He introduces the entire series, detailing the issues that are covered in common in each of the five Parts as different religious traditions are discussed. Each lecturer addresses several questions: What is the history of this religion? Which religious texts are important and what is thought to be their origin? What are the different roles of men and women in these traditions? What are the roles of religious professionals and personnel? What are the rituals in these traditions and how do they define and affect community life? What is the place of the direct experience of the divine versus received dogma?

Dr. Oden's lectures focus on Christianity and on Comparative Fundamentalism. The first topic is reasonably clear; Dr. Oden traces the historical circumstances that shape modern Christianity.

"Comparative Fundamentalism" merits some explanation. Dr. Oden argues that fundamentalism is itself a religion, and that a Christian fundamentalist, an Islamic fundamentalist and a Jewish fundamentalist may have more in common with each other than they do with their faiths of origin. That point seems at first bizarre and then intuitively very satisfying as Dr. Oden supports his claim. The full understanding of this strain of religious belief and practice is increasingly important as the phenomenon becomes more widely pervasive and powerful.

Dr. Oden's concluding lecture concerns the diversity of religious expression, where he confronts the popular understanding that all religions are "the same" and puts these arguments in scholarly context.

Course No. 601 Video or Audio

Part II God and His Prophet: The Religion of Islam

Dr. John Swanson, The American University at Cairo

- Lecture 1** Definitions, Perspectives, and Stereotypes
- Lecture 2** The Prophet and His Times
- Lecture 3** The Message of the Qur'an
- Lecture 4** What is Islamic Law?
- Lecture 5** The Rise of an Islamic Institution
- Lecture 6** What is an "Islamic Society?"
- Lecture 7** The History of Islam and the Emergence of the Shi'a
- Lecture 8** Intellectual and Mystical Forces within Medieval Islam
- Lecture 9** Islamic Response to Western Predominance
- Lecture 10** Islam: Past, Present, and Future

"For most Muslims, discussing the nature of God is to begin with useless because God cannot be known. God is so overwhelming that to discuss the essential nature of God, what God looks like, what God is composed of is a complete waste of time because man will never know this. Now, having said that, by the way, it is true that throughout Islamic history there have been some Muslims who have tended to speak in terms of aspects of God. Nevertheless, most Muslims will acknowledge the fact that we cannot really know God's nature. At best, we can approximate it. One of the reasons, by the way, I say this is that most Muslims have always agreed and they still agree that God has no gender. Or if God does have a gender it's something we can never possibly know."

PROFESSOR JOHN THEODORE SWANSON, PART TWO

Part two of the Series is entitled: God and His Prophet: The Religion of Islam. Dr. John Swanson of the American University at Cairo delivers the ten fascinating lectures in this part. Dr. Swanson has lived in Cairo as a student of Islam and Arabic languages and cultures for the last 15 years. Professor Swanson's lectures are famous at AU Cairo, and rightly so; the lectures he delivered for this series are rich with information, understanding and perspective.

He is a clear and powerful speaker, at home in 15 centuries of Islamic and Arabian history. What are the origins of Islamic faith? How has Islam come to be seen as the civilization most "other" to Christianity? How do adherents of Islam regard the West and the views that the West holds towards Islam? What has been the role and power of Sufi brotherhoods in Islam? These and other questions are addressed in ten lectures that afford you a unique opportunity for religious and cultural insight and understanding.

Course No. 602 Video or Audio

Part III God and God's People: The Religion of Judaism

Dr. William Scott Green, University of Rochester

- Lecture 1** Judaism as a Religion
- Lecture 2** The Historical Foundations of Judaism
- Lecture 3** Levitical Religion



"What kind of religion was manifested by the temple and advocated by its priestly personnel? Levitical religion, as I want to call it, conceived of the life of Israel as a comprehensive and integrated system of disciplined engagements with God.... That engagement largely took the form of prescribed repeated behaviors directed by a caste of priests that revolved around and focused attention on a sacred center.... The sacred center, that holy of holies and the altar in front of it, was a stable reference point where access to God was certain to occur. The closer you got to the temple and to the holy of holies, the closer you could be sure you were getting to the presence of God. Levitical religion mapped out a series of categories, usually binary opposites, such as clean and unclean, fit and unfit, holy and profane or sacred and profane. Its a kind of religion, Levitical religion, that comprehensively classifies everything.

PROFESSOR WILLIAM SCOTT GREEN, PART THREE

- Lecture 4** Rabbinic Judaism: The Doctrine of the Dual Torah
- Lecture 5** Rabbinic Judaism: Scripture as a Sacred Object
- Lecture 6** Rabbinic Judaism: Conclusion and Overview
- Lecture 7** Judaism in Principle I: The Shape of the Jewish Liturgy
- Lecture 8** Judaism in Principle II: The Sound of the Jewish Liturgy
- Lecture 9** Judaism Outside the Talmud
- Lecture 10** Judaism in Freedom

Professor William Scott Green delivered the lectures in part three of this series. Part three is entitled: God and God's People: The Religion of Judaism. Professor Green received his BA from Dartmouth College and his doctorate from Brown University in Religious Studies. He has been at the University of Rochester since 1974 where he is Professor of Religion, the Philip S. Bernstein Professor of Judaic Studies and the Dean of Undergraduate Studies.

Professor Green takes you on a fantastic intellectual, cultural and musical journey through Judaism, revealing the vast changes in this tradition as different groups have taken hold of its destiny.

Dr. Green's lectures are particularly inspired in their discussion of the role of music and song in the Jewish religious tradition, and two of his lectures include many examples of this sacred music recorded specially for this series.

Course No. 603 Video or Audio

Part IV Confucius, the Tao, the Ancestors and the Buddha: The Religions of China

Professor Robert Henricks, Dartmouth College

- Lecture 1** The History of Ancient China: Legends and Myths
- Lecture 2** Religion in Ancient China (Before 500 BCE)
- Lecture 3** Confucius and Confucianism
- Lecture 4** Taoism
- Lecture 5** The Taoist Religion

- Lecture 6** Buddhism in India and the Beginnings in China
- Lecture 7** Ch'an (Zen) Buddhism
- Lecture 8** Chinese Folk Religion: The Gods
- Lecture 9** Chinese Folk Religion: The Ancestors and the Ghosts
- Lecture 10** Yin and Yang, the Five Elements, and the Architecture of Beijing (Peking)

Part four of this SuperCourse is titled Confucius, The Tao, the Ancestors and The Buddha: The Religions of China. Professor Robert Henricks, Chair of the Department of Religion at Dartmouth College teaches this Part. Professor Henricks' scholarly achievements are many; he recently produced a new translation of the Tao Te Ching based on newly discovered manuscripts.

This is a country where our notion of clear religious "affiliation" leads only to misunderstanding. Most Chinese would not classify themselves as "Taoists" or "Confucians" in the way that we might be Catholic or Lutheran. The blend of sensibilities, drawn from the Tao, Confucius, Buddha and folk religion creates an entirely different sacred atmosphere than we might expect. Professor Henricks' lectures cover the broad sweep of this rich religious terrain, from the influence of the Buddha to Taoist sexual practices to the fear of ghosts.

Course No. 604 Video or Audio

Part V Hindu, Buddhist, Muslim, Sikh: The Religions of India

Dr. Diana Eck, Harvard Divinity School

- Lecture 1** The Religions of India: Points of View
- Lecture 2** Creating a World: Two Cultures of Ancient India
- Lecture 3** The Upanishads: Teachings on Wisdom
- Lecture 4** Mahavira and Buddha: Their Lives and Legacies
- Lecture 5** The Teachings of the Buddha: The Way Out of Suffering
- Lecture 6** The Bhagavad Gita: The Field of Dharma and Revolution of Bhakti
- Lecture 7** Through Women's Eyes: The Dharma and the Devi
- Lecture 8** Myth on Earth: Three Tales of the Faith of Hindu Pilgrims

"But again, we see Confucius finding a new role for sacrifice now in his understanding of what a gentleman is going to be. He does not believe that there is an objective way in which sacrifices work that in fact the food is being offered to deities, deities get the food, they reward you then in return. For Confucius, the real value in performing sacrifice and doing it the right way is what it does for you as an individual. He now defines the function of sacrifice, the importance of sacrifice in a subjective way. So I want to go to all the sacrifices. I want to know who does what, who says what at what time in the sacrifice because it teaches me a sense of decorum. It teaches me a sense of discipline that I would not otherwise have. He says in one very famous saying about sacrifice, 'If I'm not there when the sacrifice occurs, its as if it didn't really happen at all.'"

PROFESSOR ROBERT G. HENRICKS, PART FOUR



"The word for mandate of heaven occurs nowhere in the Shang dynasty oracle bones. And we think, therefore, that all in all, this is a Chou dynasty invention. One scholar has gone so far as to suggest that since we hear about the mandate of heaven only in these documents where the Duke of Chou is addressing the conquered Shang people, that in fact the idea of a mandate of heaven was invented by the Duke of Chou as a measure of propaganda."

PROFESSOR ROBERT G. HENRICKS, PART FOUR

Lecture 9 Sufis, Sants, and Sikhs

Lecture 10 Gandhi: All Religions are True

The concluding part of the course is taught by Dr. Diana Eck, Chair of the Department of Theology at Harvard Divinity School. Her lectures are titled Hindu, Buddhist, Muslim, Sikh: The Religions of India. Professor Eck is one of Harvard's most highly rated speakers; students are drawn to the strength and clarity of her lectures as well as to her deep understanding of Indian religious culture.

Dr. Eck's understanding is a life's work: the religious fabric of India is seamlessly rich and varied, and even within particular religions the plurality of religious belief and of reality itself is a celebrat-

ed fact. What is the role of the great religious text the Upanishads in Indian religious and cultural life? How would our own lives be lived and viewed differently if we relied on the premises of the Upanishads? Why was the Buddha's time ripe for religious reflection and ferment? What are the lessons of Buddhism and how would acceptance of these views shape our lives? What are the differences in religious type between the Hindu and Muslim traditions and how have these been accommodated in Indian history?

Professor Eck's lectures are a window to a profound religious sensibility, and in her hands the gentle power of this life is made available to us.

Course No. 605 Video or Audio



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DR. ODEN received his undergraduate degree from Harvard, his masters degrees from Cambridge in Religious Studies and Theology and from Harvard Divinity School in Old Testament studies, and his doctorate from Harvard in Near Eastern Languages and Literatures. In addition to teaching and serving on more than 60 different boards and committees during his professional career, he is the author of numerous books and articles. He taught in and chaired the Religion Department at Dartmouth College from 1975 to 1989 before becoming the Headmaster of Hothchkiss School.

INTERVIEW WITH ROBERT ODEN

(This interview is excerpted from the October 1992 issue of *Update*, the newsletter of The Teaching Company.)

Aside from his lifelong fascination with words, gods, and teaching, Rob loves to deceive fish. We spoke to Rob about teaching while he was packing for a long fishing trip with his son, Rob, who is a student in classics and a lacrosse player at Harvard.

TTC: What prompted you to undertake the study of religion?

RO: When I was a junior in college, much as I loved language and philology, I discovered that it is easy to go through life avoiding difficult questions. It is easy not to talk about dying, about why people suffer or don't, about what the origin of the universe has to say about the meaning and end of human life. I wanted to have those questions asked of me and to ask them of myself. So I started taking courses at the Divinity School at Harvard.

I think the reason I went into ancient Near Eastern and Old Testament studies is that I had two spectacular teachers at Cambridge. My Hebrew teacher, Henry Hart, was the last of the British eccentrics. He had an alligator on the wall that he used to threaten me with if I missed a bit of Hebrew grammar. If I made an error in translation, he

would write a letter of sympathy to my wife to console her for having married such an oaf.

My Old Testament teacher, Ernest Nicholson, conveyed complete excitement about the study of the Old Testament. He believed, as I do, that the great questions about the religion of Israel remain to be answered.

TTC: What sorts of questions?

RO: Remember that the study of religion as an academic discipline, in which we ask the same questions as we ask of literature or history began with Durkheim at the beginning of this century. People find that surprising because we all think that theology is as old as time. That's true, but theology usually asks questions to understand or promote one's own religion. "Why is Christianity the one true religion?" "Why is it so obvious that the whole world will become Islam?"

The big question which remains for all religions is to know why so many people for so long have been religious. I discuss this quite a bit in my first course. (God and Mankind: Comparative Religions) With regard to the religion of Israel, why is it that in an environment that was so largely polytheistic that Israel moved with such passion and clarity toward the worship of one deity? The extent to which the notion of the covenant is based upon a political model and what that may tell us about the nature of religion in general? I could go on.

TTC: In your first course, you say that if you had a time machine that you wouldn't want to go forward, you'd want to go backward in time. Where and when would you go and what would you want to find out?

(continued next page)

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GOD AND MANKIND: COMPARATIVE RELIGIONS

Professor Robert Oden ★ *The Hotchkiss School*

The Boston Globe reports that Dr. Oden is "that rare avis, the learned scholar who is a popular teacher." He was the first recipient of the Distinguished Teaching Award at Dartmouth when it was created. His classes, held at 8:00 in the morning in the dead of the New Hampshire winter, were always packed. Now his teaching is available to everyone.

Life. Death. Suffering. Redemption. The origin of being. How do the major religious systems address these questions, and what do their answers tell us today?

Dr. Oden's course approaches religious belief and ritual as a group of answers to mankind's most difficult and enduring questions. The lectures underscore both the unity and the diversity of religious approaches to life in a sweeping conceptual grasp. You'll see how the great faiths view God and shape the moral terrain of their adherents. You will better understand how Gilgamesh, Moses and Jesus served both as leaders and heroes, and the ways in which issues like suffering, divine justice and religious ritual have been interpreted and debated over the centuries. Dr. Oden also examines the ways that these beliefs influence daily life both in explicitly religious communities and in this nation, where our own sense of identity draws so deeply on common religious roots.

Lecture One: Why Nothing is as Intriguing as the Study of Religion

The series is introduced by defining religion, asking why we should study it, and, pivotally, Dr. Oden asks how we should best study and compare religions.

Lecture Two: Orienting Humanity: Religions as Spiritual Compasses

The ways in which religions explain the origin of the universe are compared. The effects of different theories of origin on other aspects of religious belief and even religious architecture are also analyzed.

Lecture Three: Religious Heroes I: Gilgamesh and the Dawn of History

Beginning with a brief review of the elements of religious myths, Dr. Oden discusses the Mesopotamian myth of Gilgamesh, his encounter with his equal Enkidu, his spiritual crisis brought on by Enkidu's death and its resolution.

Lecture Four: Religious Heroes II: Moses and Jesus

Here, Dr. Oden argues that we should understand the lives of religious heroes in light of nights of passage, moving from ignorance to crisis to post-threshold awareness. Gilgamesh, Moses and Jesus all fit this scheme. Jesus' argument is that life itself is a crisis presaging the threshold. Hindu and Buddhist belief are included in this analysis.

Lecture Five: Pondering Divine Justice: Do We Suffer For Naught?

How can a benevolent God permit needless human suffering? The five answers of religion to this question are discussed. This opens Dr. Oden's discussion of the Book of Job.

Lecture Six: Defending Divine Justice: Religious Accounts of Suffering

Continuing the discussion of lecture five, Dr. Oden explains and examines the responses of St. Paul, Calvin, Hindu and Buddhist theologians to the problem of human suffering in a world with God.

Lecture Seven: Religious Rituals and Communities

Dr. Oden first reviews the importance of religious rituals in defining a religious community. He then examines the historical development of religious practices and the way in which these are organized into distinct churches, the inevitability of sects which split off from the church, how these sects become churches, and the intriguing ways that Buddhist and Hindu religious practice address the tensions that give rise to sects.

Lecture Eight: Bringing It All Back Home

This lecture explores the extraordinary impact of religious belief and thought on the American character. Dr. Oden makes clear the central importance of Luther, Calvin and Puritanism on American political behavior, religious fundamentalism and even career choice anxiety.

Course No. 616 Video or Audio

INTERVIEW WITH ROBERT ODEN (cont.)

RO: I'd go back to the Fertile Crescent, between the northern Nile and ancient Mesopotamia. My name is Norwegian, but there is something about the ancient Near and Middle East that is inexplicably attractive to me. I would go for the big questions. We still do not know why writing was invented. We know that it was invented in Mesopotamia around 3400-3200 B.C., but we aren't sure what function it performed, how

many people were literate, how much of the literature was composed from an oral tradition and how wide its audience was. What moved people? How did they live? What did they eat? These nitty-gritty social questions about which we can only speculate endlessly, I'd answer.

TC: That's what you'd like the past to tell you. What has the study of antiquity taught you that you find most valuable?

RO: How little has changed. The magic of

reading an ancient inscription to me is that one is personally peering into a mind 5000 years ago. The anguish, the joy, the everyday and the profound are so extraordinarily the same that what one learns is how little different we are. I don't think that the human mind has evolved in that time. We are not more logical or rational. The study of antiquity gives me a sense of unity that I feel with humanity across time and space.



RELIGION

THE OLD TESTAMENT: AN INTRODUCTION

Professor Robert Oden ★ *The Hotchkiss School*

The Old Testament is one of the primary texts of western culture, yet few of us have ever had the opportunity to approach the Old Testament as scholars and learn what it has to tell us about who we once were and the world forces that have shaped us. These lectures address the great book from several viewpoints: as theology, as literature, as history, and as all of these together.

The breadth and agility of Prof. Robert Oden's scholarship is dazzling, and, indeed, a guide with his skill is essential: The Old Testament is a collection of many different texts, mesmerizing yet baffling when taken as a whole. These separate texts were composed in ancient Israel over a period of more than a thousand years. So, this Hebrew Bible is a kind of anthology without the helps-to-the-reader usually expected of such an assembly of literary variety. Approaching the collection of texts we call the Old Testament is rather like attempting to make sense of a single volume of English literature in which Chaucer's poetry is mixed that of W.B. Yeats and contained within a single novel written by Henry Fielding, with sections by Dorothy Sayers. None of these works of English literature is beyond comprehension on its own, but they are best understood with some knowledge of the historical, cultural, and literary contexts in which they were composed. The same is true of the texts of the Old Testament.

When so defined and studied, the poetry and prose of the Old Testament offer a window into the world of ancient Israel and, more broadly, the world of the ancient Near East. Join Prof. Oden for a journey into the magical, ancient world of the Israelite religion and history.

Lecture One: Introduction to the Old Testament

This lecture reviews the historical periods covered by the course, from about 1750 before the Christian Era to 200 B.C.E. Prof. Oden presents the critical question that guides much of his inquiry in these lectures: "What did the religion of Israel mean to those who experienced it?"

Lecture Two: The Origins of the Religion of Israel: Tribes, Judges, and Holy War

Prof. Oden covers the fragile alliance of the Tribal League, the mechanism of the Holy War, and Judges 5, a beautiful and difficult Holy War poem.

Lecture Three: From Samuel to David to Solomon: The Rise of a National Religion

Prof. Oden traces the creation of a national religion in Israel. The "Philistine crisis" — the theft of the ark — precipitates a division over whether Israel should adopt a monarchy. Samuel becomes king through success in battle. Later, David is made king over both Israel and Judah. But there is conflict over who should succeed David. Centering on David's sin with Bathsheba, the conflict is part of an ideological division between Israel and Judah.

Lecture Four: Israel's "Epic": Eden, The Tower of Babel, and the Choice of Israel

Prof. Oden details the construction by several authors of the books of Genesis through Numbers. Prof. Oden asserts that this group of four texts, called "the Epic" was as important to Israel as the Iliad

was to ancient Greece. It includes the stories of Eden, the Tower of Babel, and the story of the human spiritual condition that led to God's founding Israel.

Lecture Five: The Heart of the Old Testament: The Book of Exodus

Exodus, a solemn drama about the creation of Israel, marks the transition from the Patriarchs (1800 B.C.E.) to Moses (1200 B.C.E.). Prof. Oden discusses the importance of the revelation of the divine name of God and the giving of the Torah on Mt. Sinai, and, finally, the role of the covenant as the defining characteristic of Israel.

Lecture Six: The Place of the Prophets in the Religion of Israel

Prof. Oden presents the role of the prophet as that of king-maker and as "prosecutor of the breach of the covenant" with God. The Prophets' messages exist in "code," and Prof. Oden helps us break the ciphers by looking at the literary forms of Prophetic writings.

Lecture Seven: Exile from the Land of Israel and Responses to the Exile: Deuteronomy and Job

Prof. Oden presents the major responses to Israel's exile: condemnation, expressed in Deuteronomy, and a sense of the educative value of suffering and the mystery of God's ways, found in Job.

Lecture Eight: The Reconstruction of Israelite Religion after the Exile: The Ideal Ritual Order and Apocalyptic Thought

Prof. Oden looks at two responses that come to terms with reconstructing Israel's religion in exile. The priestly tradition of Leviticus gives a hierarchical understanding of God's revelations, suggests that God has created certain periods of history, and asserts that the Exile does not matter because God dwells with Israel no matter where Israel dwells. The Apocalyptic material, on the other hand, advanced a vision of "a new heavens and a new earth."

Course No. 333 Video or Audio



THE NEW TESTAMENT: AN INTRODUCTION

Professor Elizabeth McNamer ★ *Rocky Mountain College*

Have you read it? Do you know who wrote it? And how some things were included in it and others were not? Whatever your religious disposition may be, the Hebrew Bible and the New Testament are, after all, the most influential texts in the history of the West.

Everything else we study and know is either a response to this work or must situate itself within its context to be fully understood by westerners. Look at our series on the history of philosophy, *Great Minds* — many of the most powerful minds in history are direct heirs to the traditions of this document such as Aquinas, Augustine, More, Luther, Hegel and Kierkegaard, while others are inescapable because of their departure from its norms, such as Machiavelli, Voltaire and Nietzsche. And the same must be said of scientific thinkers as well, an argument made oxygen-clear in the courses on 17th and 18th century intellectual history by Alan Kors and in Thomas King's course *Can the Modern World Believe in God?* Look to the course on the literature of the West, *Great Authors* — scarcely a single writer in the last 2000 years has failed to rely on the web of meaning contained in the New Testament to communicate.

No education is complete without this book. Perhaps because this text is so central to our language, our ethics, our judgments, hopes and fears, we overlook it.

The New Testament is our context; what was its context? Elizabeth McNamer makes this text accessible to the novice and more rewarding for the experienced reader. The 27 books in the canon of the New Testament were written between 50 and 140 c.e. (common era). This course describes how these books came to be written, where and when they were written, why and to whom they were written, and why they and not others found their way into the canon.

Professor McNamer discusses Judaism in the first century; the philosophies and religions prevalent in the Roman Empire in which Paul traveled and spread the Christian message; the theology that emerged as Paul wrote to communities he had established in answer to their needs; the consensus of scholarly opinion on the sources used by the Biblical writers, and the historical and social backgrounds against which the authors of the New Testament wrote.

Lecture One: What is the New Testament?

This lecture introduces the audience to the books of the New Testament, how they came to be written, their basic message and content and the formation of the canon. Biblical Criticism, as an art using scientific techniques from a variety of scholarly disciplines to detect the purpose and meaning of the Biblical texts is described.

Lecture Two: The World of Jesus

This lecture gives a brief history of the Hebrew people from Moses to Jesus but concentrates on the diversity found in Judaism in the first century. Terms such as Pharisee, Sadducee, Zealot, Samaritan, Sanhedrin, Temple, synagogue are explained, as are Jewish customs and feasts. Personalities of the time, the Herod family, Pontius Pilate, Annas, Caiaphas and others are put in perspective.

Lecture Three: Paul: His World

This lecture describes the Hellenistic world into which Christianity was born. The extent of the Roman Empire, its govern-

ment, peoples, major cities, difficulties of travel are described, as well as its religious and philosophical atmosphere. Paul's life is re-created from his letters and from the Acts of the Apostles and his basic accomplishments discussed.

Lecture Four: The letters of Paul

Professor McNamer describes how Paul's theology can be traced through his letters which were written in response to particular problems of particular communities at particular times. The circumstances that occasioned his four great letters, Galatians, Romans and 1 and 2 Corinthians are discussed, along with the teachings found in each.

Lecture Five: The gospels of Mark and Matthew

This lecture covers the scholarly consensus as to where, when, and why these two gospels were written, who wrote them, what were the sources, for which audience, and the general characteristics of each.

Lecture Six: The writings of Luke: Gospel and Acts of the Apostles

The authorship, audience, and ambience of Luke's gospel is presented in the first half. The second half covers Luke's painting of the early church as it moved from its roots in Judaism to an autonomous religion.

Lecture Seven: Writings by John: Gospel of John, The Book of Revelation

The major themes, characteristics, purpose and audience of the Gospel of John and his distinctive portrait of Christ as a response to the needs of the nascent church are described. Whether The Book of Revelation was written by the same author is discussed. Interesting similarities are pointed out. The literary style, structure and purpose of The Book of Revelation follows.

Lecture Eight: Letter to the Hebrews and the Catholic letters

This lecture concentrates on the content, reason for, history and importance of the non Pauline letters.

Course No. 316 Video or Audio

ELIZABETH MCNAMER, a native of Ireland, did her undergraduate studies at Digby Stuart College, London, and Gonzaga University. She received a Masters in Religious Studies from Gonzaga, a Masters in Education/History from Eastern Montana College, and a Doctorate from Montana State University in Education/History. She is now Professor of Religion at Rocky Mountain College.





RELIGION

CAN THE MODERN WORLD BELIEVE IN GOD?

Professor Thomas M. King, S.J. ★ *Georgetown University*

What have the great thinkers said of the existence of God? Does modern science suggest approaches to God? How have philosophers related God to the self and human freedom? What is behind our current denial of death? Can we experience God? Can those who know deep suffering continue to believe?

Our twentieth century is characterized by science and technological progress, by vast social changes and terrible wars. Through these the century seems to have developed secular answers to many of the age-old questions. But, as the century comes to a close, the God question shows no sign of going away.

Americans remain a Church-going people. Their pastors and Bible provide them with advice, comfort and encouragement. But often these sources do not consider the philosophical questions that surround matters of faith — so many believers are left with an unexplored burden.

Much has been written on the philosophy of religion, but often the books are technical and difficult to read. Professor King, a Jesuit priest, uses these eight lectures to introduce many of the great religious thinkers and suggest ways of working with their answers. The lectures are intended to provoke reflection and discussion and lead one to further exploration.

Lecture One: Religion, Society and the Loner

Professor King begins by discussing religion as the great unifier of society and the great divider. Texts of Emile Durkheim, William James, Simone Weil and Søren Kierkegaard are combed to show the power of religion — for good and for ill.

Lecture Two: The Classical Proofs for the Existence of God

The Ontological Argument of Descartes, the Cosmological Argument of Leibnitz and the Moral Argument of the professor are presented with brief statements of those opposed. King shows how the arguments bring up basic questions concerning the nature of proof.

Lecture Three: God and Contemporary Science

In this lecture Professor King argues that developments in twentieth century science have reintroduced the God question: The Big Bang suggests the cosmos had a beginning; the Anthropic Principle suggests the cosmos was designed as a human habitat; and brain development and physiology affirm we are more than material.

Lecture Four: God and the Journey Within

The science (objective) of the twentieth century tells of human achievement, as King explains, while art (subjective) show us riddled with doubt and anxiety. Texts of St. Augustine are used to explore the nature of our anguish.

Lecture Five: Faith as Existential Choice

The abstract truth is contrasted with the lived truth. Prof. King discusses how Sartre spoke of humans as "condemned to freedom" and considers Dostoyevsky's Grand Inquisitor at length to show how even abstract reflections on freedom can be used to avoid a free decision.

Lecture Six: God and the Secular World

Though religions often direct our attention to ultimate questions

and the inner life, the great religious figures have spoken abundantly of the present world. In this lecture, King shows that Dietrich Bonhoeffer has pointed the modern world toward a theology of the secular.

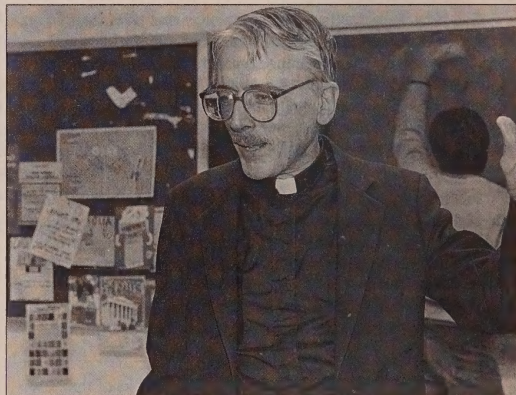
Lecture Seven: The Mystics: Secular and Sacred

Prof. King explains the Mystic's immediate awareness of the Other, and how the Other can be either impersonal or personal. To speak of God as known in and throughout the world, theologians have introduced the term Pantheism. This is explained by texts of Teilhard and St. Teresa.

Lecture Eight: God and the Human Story

The previous lectures are summed up, as Prof. King discusses the influence of religious belief as considered in American history and world history. God is considered among those who suffer. The lecture concludes with talk about the absence of religion in American public life and what it could mean.

Course No. 612 Video or Audio



THOMAS M. KING, S.J., received his undergraduate degree from the University of Pittsburgh, did graduate work in physics at Fordham University and went on to a Ph.D. in Religious Studies at the University of Strasbourg (France). After teaching high-school science for three years, he was ordained in the Jesuit order. He began teaching at Georgetown University in 1968 where he has won several teaching awards and is active in pastoral work.

In 1981 he co-founded Cosmos and Creation, a group of scientists who meet annually to discuss relations between science and religion.



HOW TO UNDERSTAND AND LISTEN TO GREAT MUSIC: THE GREENBERG LECTURES

Professor Robert Greenberg ★ *The San Francisco Conservatory of Music*

CUSTOMER RESPONSE TO THIS COURSE HAS BEEN OUTSTANDING:

"Thank you, Thank You! The pleasure and instruction I've gotten from the music and lecture tapes are beyond words. You've given me a lifetime of pleasure"

—K. Piper, *Spanaway WA*

"The lectures have opened my mind and ears to a whole world of -- well, joy."

— M. Niles, *Hingham, MA*

"Professor Greenberg was an absolute delight....I approach each new session with utter delight!"

—Dr. S. Pulver, *Philadelphia, PA*

"Mr. Greenberg has become such a draw that this spring the San Francisco Symphony launched a 'Discovery Series', that is attracting new audiences by offering short lectures by the popular professor before symphony concerts. 'Bob is fantastic,' says Patricia Gessner, the symphony's marketing director. 'So far we have received nothing but raves.'"

— The Wall Street Journal



DR. ROBERT GREENBERG is Chair of the Department of Music History and Literature and Director of the Adult Extension Division of the San Francisco Conservatory. He is the recipient of numerous composition awards, including three Nicola de Lorenzo prizes and a Meet the Composer Grant and commission from the Ark Foundation. He is creator and lecturer of the San Francisco Symphony Discovery Series.

We waited a long time to make this course. We had to; it was a long time before we found Professor Robert Greenberg, a teacher, composer and musician whose gifts in the classroom are second to none. The 48 lectures in this series will enrich your life in a way that few other experiences can rival: with Professor Greenberg as your guide, you will suddenly be able to hear and understand an entire language of unmatched beauty, genius and power. We make strong claims for this course. When you are finished, so will you.

Here are some of Professor Greenberg's thoughts on teaching music to non-musicians:

"When the average person thinks of music classes, what often comes to mind is some sort of program in 'music appreciation,' a term that usually carries with it nasty visions of pedantic matrons force-feeding opera to twelve-year-olds. Death to that image, and death to the concept that 'concert music' is a sterile old European thing best suited to a prissy class of unhip and dusty cognoscenti. Music — the most abstract and sublime of all the arts — is capable of transmitting an unbelievable amount of expressive, historical and even philosophical information to us, provided that our antennas are up and pointed in the right direction. A little education goes a long way to vitalizing and rendering relevant a body of music that many feel is beyond their grasp.

"And why should an understanding of concert music be worthwhile anyway? I would suggest a few reasons. The skills one brings to listening to music — imagination, abstract, non-concrete thinking, intuition, and instinctive reaction and trusting those instincts — have gone uncultivated in our educational system and culture for too long. Music, as a universal, non-ver-

bal language, allows us to tap into the social, cultural and aesthetic traditions of different cultures and historical eras. We become more aware of our shared humanity and the wisdom and vision of others. Music allows us to transcend our own world, and partake in utterly different realities. Last, but certainly not least, good music is fun to listen to, relatively inexpensive, we can do it by ourselves or with others, and there are any number of ways to expand our knowledge and appreciation of the art.

"All of my lectures and classes, specific topics notwithstanding, present concert music as a living, breathing, joyful thing, utterly relevant to all of us today. It is my ultimate aim to portray music not just as entertainment that can enhance our lives through its beauty, but a powerful and complex experience that heightens our sensibility and consciousness, a window to an ageless, non-verbal world of sublime expression.

"I feel strongly that in our over-quantified world, where numbers and deadlines are often valued over individuality and imagination, music offers a marvelous manna, an opportunity to experience the sublime. Rest, relaxation and mind expansion at the same time. And cheaper than therapy. Irresistible!"

He is right. The lectures are fast-paced, dramatic, witty, irreverent and breathtaking in their ability to make music a means of direct communication from artistic geniuses to you.

The lectures present music as a phenomenon which mirrors the social, political and economic circumstances of the society around it. You will come to understand changes in musical style and expressive content as the equivalents to larger societal changes.



"Music, like any pseudo-science, requires an adjectival palette by which we can isolate events that without proper terms we might not even be able to notice. It's an interesting question to what degree language allows us to perceive things that are not language associated. I'm a strong believer that if you've got the right word to identify something, you can perceive it. I think my favorite pseudo-science when it comes to this kind of thing is wine tasting, where one has come up with an adjectival palette that is almost a cartoon unto itself. But silly as these phrases may be — 'Oh, this has the hint of young tobacco, old oak fragrant with raspberries' — silly as these terms are, they do allow us to draw distinctions without which we might not be able to draw at all. So we will create a useful vocabulary."

PART I: GREAT MUSIC

The course is also based on the premise that listening to music is an art unto itself. Through the lectures and carefully guided listening, you will experience music as a language in which you can gain a basic fluency. The class emphasizes and clearly explains such "grammatical" elements of the musical language as timbre, mode, meter, melody and harmony, form and structure.

The course is in six roughly chronological parts.

Part I Sources: The Ancient World Through the Early Baroque

- Lecture 1** Music As A Mirror
- Lecture 2** Sources: The Ancient World and the Early Church
- Lecture 3** The Middle Ages: Darkness, Change and Diversity
- Lecture 4** Introduction to the Renaissance
- Lecture 5** The Renaissance Mass: Josquin des Prez, Palestrina and the Counter Reformation
- Lecture 6** Secular Music in the Late Renaissance and the Search for Expression — The Madrigal
- Lecture 7** Introduction to the Baroque
- Lecture 8** Style Features of Baroque Music and a Brief Tutorial on Pitch, Motive, Melody and Texture

Part I introduces the basic premises of the series, most important among them the concept of Western music as a mirror of the social, political, religious events, and aesthetic ideals of its times. In Part I, the ancient sources of Western music are examined, with special attention paid to the humanistic view of music held by the ancient Greeks; the religious/ceremonial role played by music in the medieval Church is discussed; the rise of secularism in the High Middle Ages and the rebirth of Greek-style humanism during the Renaissance is examined at length; a detailed discussion of the

expressive and syntactical developments of music in the Baroque Era conclude Part I. This part features music of Euripides, Seikelos, Leonin, Machaut, Josquin des Prez, Palestrina, Gesualdo, Weelkes, Monteverdi, Bach, Handel and others as we seek to observe the ongoing evolution of the musical language and style.

Course No. 701 Video or Audio

Part II The High Baroque

- Lecture 9** The Rise of Italian and German Nationalism in Music
- Lecture 10** Fugue
- Lecture 11** Baroque Opera
- Lecture 12** Baroque Opera (cont.)
- Lecture 13** Baroque Sacred Music Part 1: The Oratorio
- Lecture 14** Baroque Sacred Music Part 2: The Lutheran Church Cantata (Bach course)
- Lecture 15** Baroque Instrumental Forms Part 1: Passacaglia
- Lecture 16** Baroque Instrumental Forms Part 2: Ritornello Form and the Baroque Concerto

Part II focuses entirely on the Baroque Era. This part begins with an in-depth discussion of the Protestant Reformation and its ongoing impact on the music of Northern Europe. The all-important birth and rise of opera is examined at length, as are the genres of the Baroque sacred music — Oratorio and Lutheran Church Cantata — that borrow most freely from the techniques of opera. The development of purely instrumental forms and genres, which changed forever the expressive and constructive nature of Western music, is likewise examined at length, with special attention paid to fugue, passacaglia, ritornello form and the genre of concerto. Music featured in the part includes Monteverdi's "Orfeo;" Purcell's "Dido and Aeneas;" Handel's "Concerto Grosso Op. 6, No. 7" and "Messiah;" Bach's "Well-Tempered Clavier, Book 1," "Passacaglia in C Minor for Organ" and the "Brandenburg Concerto No. 5."

Course No. 702 Video or Audio

"The early Catholic church's insistence on vocal music as the only viable music for worship ensured the development of vocal music above all others; a development that would continue, particularly in those areas closest to Italy. Can you imagine, the flute virtuosi we would all be if the early Catholic church encouraged mostly flute performance for 800 years? Now, think about this for just a moment. This emphasis on the voice and on vocality has much to do with the Italian genius for vocal music. And this Roman Catholic church, which radiates out from the Italian peninsula, of course, has a great deal to do with this cultivation of vocal music."

PART II: GREAT MUSIC



"The Classical Era totally rejects the surface complexity of the High Baroque. Charles Burney, in the preface to his *A Great History of Music*, wrote in 1776: 'Music is an innocent luxury, unnecessary to our existence but a great improvement and gratification of the sense of hearing.' Unnecessary to our existence! You could say that to Bach, and Bach would punch out your lights. A gratification and improvement of the sense of hearing! It sounds like he's talking about mayonnaise. Mayonnaise is a gratification and improvement of tuna fish. So music, as described by Burney in this classical era vision, is a decorative thing meant to enhance our lives."

PART III: GREAT MUSIC

Part III The Classical Era I

- Lecture 17** The Enlightenment and an Introduction to the Classical Era
- Lecture 18** The Viennese Classical Style, Homophony and Cadence
- Lecture 19** Classical Era Form: Theme and Variations
- Lecture 20** Classical Era Form: Minuet and Trio I — Baroque Antecedents
- Lecture 21** Classical Era Form: Minuet and Trio II
- Lecture 22** Classical Era Form: Rondo
- Lecture 23** Classical Era Form: Sonata-Allegro Form I
- Lecture 24** Classical Era Form: Sonata-Allegro Form I (cont.)

Part III of this series focuses on the Classical Era. The Enlightenment — and its incredible impact on Western music — is discussed in depth. The rise of the middle class, public concerts, amateurism and "naturalism" are all examined in light of how they affected the role and style of music in the "Enlightened" age. The development of the Viennese Classical Style, with its seemingly perfect marriage of northern and southern European musical traditions, is examined. Special attention is paid to the development of the so-called "homophonic" forms: Theme and Variations Form; Minuet and Trio Form; Rondo Form and Sonata-Allegro Form. Music featured in this part includes Lully's Minuet and Trio for "The Temple of Peace," Mozart's Variations on "Ah, vous dirai-je, Maman," "G Minor Symphony" third and fourth movements; Haydn's "Symphony No. 88" third movement; and Beethoven's "Piano Sonata in G, Op. 49, No. 2" second movement.

Course No. 703 Video or Audio

Part IV The Classical Era II and the Age of Revolution — Beethoven

- Lecture 25** Classical Era Form: Sonata Form II
- Lecture 26** Classical Era Orchestral Genres: The Symphony — Music for Every Person
- Lecture 27** Classical Era Orchestral Genres: The Solo Concerto
- Lecture 28** Classical Era Opera: The Development of Opera Buffa
- Lecture 29** Classical Era Opera: Mozart and the Operatic Ensemble
- Lecture 30** The French Revolution and an Introduction To Beethoven
- Lecture 31** Beethoven Symphony No. 5 in C minor, Op. 67
- Lecture 32** Beethoven Symphony No. 5 in C minor, Op. 67 (cont.)

Part IV of this series completes the examination of the Classical Era initiated in Part III. Part IV begins with a review of Sonata-Allegro form. Symphony and Concerto, the two most important orchestral genres of the Classical era are then examined at length. The discussion next turns to Classical era Opera Buffa or "Comic Opera," with special attention paid to the development of the operatic ensemble and Mozart's Buffa masterpiece, *Don Giovanni*. Part IV concludes with an examination of Beethoven. Beethoven, a child of both the Enlightenment and the French Revolution, stands at the crossroads of Classicism and Romanticism; his revolutionary ideas about musical construction and expression are discussed, and their impact on his music demonstrated. Music featured in this part includes Haydn's "Symphony No. 88" first movement; Mozart's "Don Giovanni," and "Piano Concerto No. 17" first movement; Pergolesi's "La Serva Padrona," and Beethoven's "Symphony No. 5."

Course No. 704 Video or Audio





"Hector Berlioz begins writing the 'Symphonie Fantastique' in 1829 and he completes it in 1830, the same year he graduates from the conservatory, so he's only 27 years old and still learning his craft at this time. The 'Symphonie Fantastique' is an experimental art work if there ever was one. It's an absolutely avant-garde piece of music. It attempts to unite the four great loves of Berlioz's life, as he felt them then and as they continued to be throughout his life. Those four great loves, in no particular order, are: first, Shakespeare's plays and Shakespeare's sense of drama; two: Beethoven's symphonies, which Berlioz worshipped; three: opera, which Berlioz lived for; and we must not forget the fourth great love of Berlioz's life: himself. It's a very autobiographical work. Again, we have to understand that autobiography is very typical of the self-involvement and expressive self-indulgence of the 19th- and indeed the 20th-century artist."

PART V: GREAT MUSIC

Part V Nineteenth Century Romanticism

- Lecture 33** Introduction to Romanticism
Lecture 34 Formal Challenges and Solutions in Early Romantic Music: Miniatures — Lieder and Chopin
Lecture 35 Formal Challenges and Solutions in Early Romantic Music: The Program Symphony — Berlioz *Symphonie Fantastique*
Lecture 36 Formal Challenges and Solutions in Early Romantic Music (cont.)
Lecture 37 Nineteenth Century Italian Opera: Bel Canto Opera
Lecture 38 Nineteenth Century Italian Opera: Giuseppe Verdi
Lecture 39 Nineteenth Century German Opera: Nationalism and Experimentation
Lecture 40 Nineteenth Century German Opera: Richard Wagner

Part V of this series focuses on the nineteenth century, known as the Romantic Era. The first lectures discuss the post-Beethoven expressive revolution and Romantic Era trends, and their impact on the musical form, style and expressive content of early Romantic era music. Subsequent lectures deal with the Romantic Era fascination with music and literature as epitomized by the music of Berlioz. The growth of Italian Bel Canto Opera and German Romantic Opera are discussed in depth, with special attention paid to the operas of Verdi and Wagner. Music featured in this part includes works by Schubert, Chopin, Berlioz' *"Symphonie Fantastique;"* Rossini's *"Barber of Seville;"* Verdi's *"Aida;"* Von Weber's *"Der Freischütz;"* and Wagner's *"Tristan und Isolde."*

Course No. 705 Video or Audio

Part VI From Romanticism to Modernism: 1848 to 1913

- Lecture 41** The Concert Overture
Lecture 42 The Concert Overture (cont.)
Lecture 43 Romantic Nationalism: Post 1848 Musical Nationalism
Lecture 44 Russian Nationalism
Lecture 45 The Early Twentieth Century and The Modernist Movement: An Introduction
Lecture 46 Early Twentieth Century Modernism: The Search for a New Musical Language — Debussy
Lecture 47 Early Twentieth Century Modernism: The Search for a New Musical Language — Stravinsky
Lecture 48 Early Twentieth Century Modernism: The Search for a New Musical Language — Schonberg

Part VI of this series completes the examination of the nineteenth century begun in Part V and moves into the early twentieth century. The examination of nineteenth century music concludes with discussions of descriptive, or "program" music and musical Nationalism and exoticism, with special attention being given to the life and music of Franz Liszt and the growth of Russian Nationalism. Seemingly revolutionary changes in Western music at the turn of the twentieth century are discussed against a backdrop of a musical language exhausted by Romantic expressive excess as well as scientific, technological and intellectual changes. The great triumvirate of early twentieth century modernist composers — Debussy, Stravinsky and Schonberg — are examined individually; in all three cases we note their debts to their musical past even as we examine their innovations. Music featured in this part includes works by Mendelssohn, Mahler, Brahms and Glinka, Tchaikovsky's *"Romeo and Juliet;"* Debussy's *"Nuages"* from *"Three Nocturnes;"* Stravinsky's *"Firebird"* and *"Rite of Spring;"* and Schonberg's *"Pierrot Lunaire."*

Course No. 706 Video or Audio



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experience over more than 30 centuries. And you could do all of this free from the anxieties of term papers and grades. That in essence is what this newest SuperCourse brings to the relaxed learning atmosphere of your living room, den or car.

Twenty Washington-area residents joined us for the tapings, starting at 9:00 each morning and usually lasting until 4:00 each afternoon, for almost six weeks! We asked them to review the course when we finished, and the same words turned up in several evaluations: "Exhilarating," "Intense," "Uplifting," "Insightful," "Enlightening." Now you can join us for this once in a lifetime experience.

The series is in seven roughly chronological parts and eleven professors helped create it. Parts One and Two are each ten lectures long. Parts Three through Seven are each twelve lectures long.

Part I Introduction and the Literature of Ancient Greece and Jerusalem

- Lecture 1** The Value of Literature/Arnold Weinstein
- Lecture 2** The Interpretation of Literature/Arnold Weinstein
- Lecture 3** Introduction to Homer/S. Georgia Nugent
- Lecture 4** Challenging the Heroic Code/S. Georgia Nugent
- Lecture 5** Alpha and Omega/S. Georgia Nugent
- Lecture 6** Introduction to the Odyssey/S. Georgia Nugent
- Lecture 7** The Uses of Enchantment/S. Georgia Nugent
- Lecture 8** Homecoming/S. Georgia Nugent
- Lecture 9** The Book of Job/Michael Sugrue
- Lecture 10** Plato and Poetry/Michael Sugrue

This part includes two lectures by Arnold Weinstein on the value and interpretation of literature to introduce the series. As problematic as these questions can be, they have become considerably more difficult in recent years as scholars have questioned the founding assumptions of our understanding of literature, and Dr. Weinstein's perspective is helpful in allowing us to profit from modern criticism without abandoning the ancient pleasure of careful reading.

Course No. 201 Video or Audio

The faculty for the Great Authors series is a true "Dream Team" literature department. It includes stars whose names you will recognize from other courses and new faculty members enlisted for their reputations in literature.

ARNOLD WEINSTEIN is the Chair of the Brown University Comparative Literature Department. He was the lecture star of our course on city life, The Soul and the City: Art, Literature and Urban Life.

The student evaluations from Brown summarize the reviews of his courses this way: "Students' only lament was that they could only hear Professor Weinstein lecture once a week."

MICHAEL SUGRUE now teaches at Princeton University. He recently served as the Mellon Post-Doctoral Fellow at Johns Hopkins University. He is one SuperStar of the Great Minds of the Western Intellectual Tradition Series. He returned to contribute a dozen lectures to this course.

Michael was only at Johns Hopkins for a year, but the sort of reviews that were commonplace for his classes at Columbia continued at Hopkins, warning: "You must take his class before you leave Hopkins. You'll hate yourself if you don't."

S. GEORGIA NUGENT is well known and admired among our students for her course Heroes, Heroines and the Wisdom of Myth.

When she first taught for us, she was in the Classics Department at Brown where the student guide reported that "her lectures were like finely crafted masterpieces."

She is now Assistant to the President at Princeton where she also teaches classics.

PETER SACCIO is the Willard Professor of Drama and Oratory at Dartmouth College. He is also the lecture star of our two courses on Shakespeare: Comedy, Tragedy, History: The Live Drama and Vital Truth of William Shakespeare and Shakespeare and the Varieties of Human Experience, as well as Modern British Drama. In this new series, he broadened his range to include Milton and Beckett.

DENNIS HUSTON is Professor of English at Rice University. In 1989, Dennis was selected as the National Professor of the Year. His lecture on *Richard III* from the course Shakespeare and the Varieties of Human Experience is part of the Great Authors Series.

Five new faculty members from two schools contributed to the Great Authors course. Three of the new faculty are from Princeton University.

VICTOR BROMBERT is the Henry Putnam University Professor of Romance and Comparative Literatures at Princeton where he has taught since 1975. From 1948 until 1975, Professor Brombert taught at Yale University where he was for ten years the Chair of the Department of Romance Languages and Literatures.

The student guide at Princeton sums up the response of students to Professor Brombert: "a passionate and accessible professor, a lucid lecturer and a brilliant scholar."

JOHN FLEMING is the Louis Fairchild Professor of English at Princeton. Professor Fleming delivered all 12 lectures in Part III of the Series, Medieval Literature and the Birth of English. The student guide at Princeton captures his teaching well: "anyone who has ever seen Professor Fleming lecture will tell you that he is brilliant, engaging and very funny."

CLAUDIA BRODSKY LACOUR is Professor of Comparative Literature at Princeton. She received her B.A. from Harvard and her Ph.D. from Yale, where she has also taught. She is widely published in English, German and French.

WILLIAM COOK and RONALD HERZMAN are a pair unlike any we are ever likely to see again. Both hold Distinguished Teaching positions in the State University of New York system. This year, Cook was honored as New York State's Professor of the Year.

Together, Herzman and Cook have team-taught a course on Dante for the last twenty years. Their performance was tremendous seamless tag-team teaching.



LITERATURE

Part II The Literature of Ancient Greece and Rome

- Lecture 1 Introduction to the *Oresteia*/S. Georgia Nugent
- Lecture 2 The Sophoclean Hero/S. Georgia Nugent
- Lecture 3 Complex Oedipus/S. Georgia Nugent
- Lecture 4 *The Bacchae*/S. Georgia Nugent
- Lecture 5 Thucydides and the Dawn of History/Michael Sugrue
- Lecture 6 Aristophanes and Very Old Jokes/Michael Sugrue
- Lecture 7 Introduction to Virgil/S. Georgia Nugent
- Lecture 8 Aeneas — A New Kind of Hero/S. Georgia Nugent
- Lecture 9 Ovid and the *Metamorphoses*/S. Georgia Nugent
- Lecture 10 The Neronian Way of Death/S. Georgia Nugent

Professors Nugent and Sugrue teach this part. Professor Nugent delivers three lectures on Greek tragedy, drawing on the work of Sophocles, Aeschylus and Euripides. Concluding the review of Greek literature, Professor Sugrue lectures on the birth of historical narrative in Herodotus and Thucydides.

Professor Nugent examines Virgil and his hero Aeneas in the light of her work on mythology and heroic motifs throughout literature. She also lectures on Ovid and decadent poets of the Roman "Silver Age." Much of her own scholarship is devoted to Virgil and Ovid, as is evident in these learned and passionate lectures.

Course No. 202 Video or Audio

Part III Medieval Literature and the Birth of English

- Lecture 1 Studying the Literature of the Past
- Lecture 2 Some Conventions of Medieval Literature
- Lecture 3 The English Language Then and Now
- Lecture 4 *Beowulf* and Old English Poetry
- Lecture 5 The *Song of Roland*
- Lecture 6 Medieval Romance and the Stories of Arthur
- Lecture 7 The Troubadours
- Lecture 8 *The Romance of the Rose*
- Lecture 9 The Poet of Sir Gawain and the Green Knight
- Lecture 10 Italian Poets of the Fourteenth Century
- Lecture 11 Chaucer: *Troilus and Criseyde*
- Lecture 12 Chaucer: *The Canterbury Tales*

Professor John Fleming of Princeton teaches this entire section devoted to literature of the Medieval period. He begins with introductory lectures on the difficulties we encounter in studying distant cultures and on the beginnings of the English language. The balance of the lectures are devoted to the classics of this period: *Beowulf*, the *Song of Roland*, the *Romance of the Rose*, troubadour poetry, the Arthur legend, Sir Gawain and the Green Knight and two works by Chaucer, *Troilus and Criseyde* and *The Canterbury Tales*.

Course No. 203 Video or Audio

Part IV The Literature of the Renaissance

- Lecture 1 Introduction to Renaissance Literature/Arnold Weinstein
- Lecture 2 Dante's Life and Times/R. Herzman & W. Cook
- Lecture 3 Dante's Literary Antecedents/R. Herzman & W. Cook
- Lecture 4 Erasmus, *In Praise of Folly*/Michael Sugrue
- Lecture 5 Introduction to Shakespeare/Peter Saccio
- Lecture 6 *Richard III*: Actor as Villain/Dennis Huston
- Lecture 7 *Hamlet* and the Perplexing World/Peter Saccio
- Lecture 8 *Twelfth Night* and Shakespearean Comedy/Peter Saccio
- Lecture 9 Cervantes, *Don Quixote*/Michael Sugrue
- Lecture 10 Milton, *Paradise Lost* I/Peter Saccio
- Lecture 11 Milton, *Paradise Lost* II/Peter Saccio
- Lecture 12 Pascal, *Pensees*/Michael Sugrue

The last four parts of the series are each introduced by Arnold Weinstein. In Part Four, Dr. Weinstein identifies the literature of this period as the gateway from the medieval world to modern understanding. This is the age in which modern Western consciousness begins, and giants — Dante, Milton, Shakespeare — speak for the mind of its time.

Course No. 204 Video or Audio

Part V Neo-Classical and Romantic Literature

- Lecture 1 Introduction to 18th Century Literature/Arnold Weinstein
- Lecture 2 Moliere, *The Misanthrope*/Michael Sugrue
- Lecture 3 Racine, *Phedre*/Arnold Weinstein
- Lecture 4 Defoe, *Robinson Crusoe*/Michael Sugrue

- Lecture 5 Defoe, *Moll Flanders*/Arnold Weinstein
- Lecture 6 Voltaire, *Candide*/Michael Sugrue
- Lecture 7 Swift, *Gulliver's Travels*/Michael Sugrue
- Lecture 8 Sterne, *Tristram Shandy*/Arnold Weinstein
- Lecture 9 Rousseau, *Confessions*/Arnold Weinstein
- Lecture 10 Goethe, *The Sorrows of Young Werther*/Michael Sugrue
- Lecture 11 Goethe, *Faust*/Michael Sugrue
- Lecture 12 Stendhal, *The Red and the Black*/Victor Brombert

In this period, the Enlightenment project is made clear, as in Defoe's *Robinson Crusoe* and Moll Flanders, and its consequences are encountered, as in Goethe's *Young Werther* and the entire work of Rousseau. Within literature itself, Defoe, Goethe, Stendhal and Sterne develop the novel.

Course No. 205 Video or Audio

Part VI The 19th Century: Realism and Naturalism

- Lecture 1 Introduction to 19th Century Literature/Arnold Weinstein
- Lecture 2 Balzac, *Pere Goriot*/Arnold Weinstein
- Lecture 3 Austen, *Pride and Prejudice*/Claudia Brodsky Lacour
- Lecture 4 Dickens, *Bleak House*/Claudia Brodsky Lacour
- Lecture 5 Melville, *Moby Dick*/Claudia Brodsky Lacour
- Lecture 6 Bronte, *Jane Eyre*/Arnold Weinstein
- Lecture 7 Flaubert, *Madame Bovary*/Victor Brombert
- Lecture 8 Tolstoy, *The Death of Ivan Ilych*/Victor Brombert
- Lecture 9 Ibsen/Arnold Weinstein
- Lecture 10 Strindberg/Arnold Weinstein
- Lecture 11 Conrad, *Heart of Darkness*/Victor Brombert
- Lecture 12 Mann, *Death in Venice*/Victor Brombert

Professor Weinstein introduces the literature of the Nineteenth Century. This is the same period in which Darwin, Marx, Freud and Weber established the basis for most of our contemporary understanding of society. In literature as well, there is a turn to observation, detail, and sociological understanding.

Course No. 206 Video or Audio

Part VII The 20th Century: Modernism and Existentialism

- Lecture 1 Introduction to 20th Century Literature/Arnold Weinstein
- Lecture 2 Kafka, *Short Stories*/Arnold Weinstein
- Lecture 3 Kafka, *Short Stories*/Victor Brombert
- Lecture 4 Proust, *Remembrance of Things Past* I/Arnold Weinstein
- Lecture 5 Proust, *Remembrance of Things Past* II/Arnold Weinstein
- Lecture 6 Joyce, *Ulysses*/Arnold Weinstein
- Lecture 7 Woolf, *To the Lighthouse*/Victor Brombert
- Lecture 8 Faulkner, *The Sound and the Fury*/Arnold Weinstein
- Lecture 9 Faulkner, *Absalom, Absalom!*/Arnold Weinstein
- Lecture 10 Sartre, *Nausea*/Victor Brombert
- Lecture 11 Camus, *The Plague*/Victor Brombert
- Lecture 12 Beckett: *Drama of Alienation*/Peter Saccio

While several of the lectures in this series begin with warnings about the difficulties in understanding the past, Part Seven begins by reminding us of the hazards of trying to understand our own time. Professor Weinstein introduces the literature of our century covered by these lectures. The sense of crisis caused by the two World Wars pervades the literature of our day, but the moral crisis explored by the authors of Part Six continues, and part of the project of the literature of our century has been to resolve or surrender to the consequences of the twilight of the gods.

Course No. 207 Video or Audio



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Great Authors of the Western Literary Tradition is divided into seven parts of 10 to 12 lessons each. Even if you choose to purchase only some of the parts, each is still priced at only \$149.95 for video or \$89.95 for audio — the same as our standard eight lesson courses.

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COMEDY, TRAGEDY, HISTORY: THE LIVE DRAMA AND VITAL TRUTH OF WILLIAM SHAKESPEARE

Professor Peter Saccio ★ Dartmouth College

No matter how well you think you know Shakespeare, these lectures will take you on a voyage of discovery which will open your eyes to new depths of his genius. Peter Saccio is both a professor of English and an actor. Just as no mere script can do justice to the plays, Professor Saccio's lectures show why a great teacher can be far more powerful than any book. One customer wrote to us, "Excellent doesn't begin to describe the quality of this course. Splendid, magnificent, insightful, outstanding."

Lecture One: Shakespeare and Stratford

Professor Saccio reviews the historical importance of Shakespeare from his own times to our own day, the argument of anti-Stratfordianism, the life of Shakespeare and a demonstration of Shakespeare's mastery of theatrical form, exhibited in the death of Falstaff in *Henry V*.

Lecture Two: Shakespeare and the Elizabethan Theatre

Among other matters, Professor Saccio explains why actors assumed positions as servants of Lords, why Elizabethan stages had three levels, as well as the role of ideas, morality, costumes and scenery in the theater of Shakespeare's day.

Lecture Three: Shakespeare and English History: *Richard II*

Professor Saccio explains the unprecedented focus of Elizabethan theater on England's own history and the ways in which Shakespeare represents mastery of this genre. He then uses *Richard II*, the story of a falling king, to begin our study of specific plays.

Lecture Four: Kings and Commoners: *Henry IV 1 & 2* and *Henry V*

This lecture is a masterful exposition of three plays which focus on the life of Henry V, the mysteries of power, the conflicts and allegiances of class, the antagonism between the protestant ethic and the ethic of self-fulfillment, and the transformation of prince Hal, a madcap prodigal, into Henry V, one of England's greatest leaders.

Lecture Five: *Twelfth Night* and Shakespearean Comedy

Love in the hands of the Bard: Foolish, wonderful, better understood by women than men, opposed by fathers or the law, sought by lovers who must overcome their distrust and antagonism, resolved in marriage.

Lecture Six: *The Merchant of Venice* and the Reinterpretation of Shakespeare

This lecture focuses on Shylock — a Jewish character created by a playwright in a country that had officially banished Jews for almost 400 years — and the ways in which his character has been understood and acted over several centuries. This is difficult, sensitive and extraordinarily powerful material in Professor Saccio's treatment.

Lecture Seven: *Hamlet* and the Perplexing World

This play is the archetype of the intellectual crises of the English Renaissance, captured in the person of a student who would be a king. Perfect material for Professor Saccio.

Lecture Eight: *King Lear*

What do you do when you fall far from help?

Course No. 263 Video or Audio

PETER SACCIO is the Willard Professor of Drama and Oratory at Dartmouth College. Saccio received his bachelor's degree at Yale University in 1962. He earned his Ph.D. from Princeton University in 1968. Since 1966 he has taught at Dartmouth where Saccio received the J. Kenneth Huntington Memorial Prize for Outstanding Teaching.

SHAKESPEARE AND THE VARIETIES OF HUMAN EXPERIENCE

Professor Peter Saccio ★ Dartmouth College & Professor Dennis Huston ★ Rice University

Professors Dennis Huston and Peter Saccio trade the lectern back and forth for eight dynamic lectures on Shakespeare's plays. Each lecture covers one of Shakespeare's plays: the result is an immersion course in the works of one of English literature's greatest authors.

Each scholar develops his own themes about Shakespeare in the four plays he discusses. Prof. Huston organizes his lectures in a scene-by-scene analysis. He shows us a Shakespeare of balance and paradox. Prof. Huston has been called "The most inspiring, enthusiastic teacher I have ever experienced."

Prof. Saccio organizes his lectures thematically, concentrating on Shakespeare the innovator, an artist "pushing at the boundaries of his art," expanding the literary conventions of his day, or, in his subject matter, transforming stories and tales from earlier traditions in ways that are fresh. One student writes, "Without a question the best professor I have had."

Lecture One: *The Taming of the Shrew*: The Actor as Hero

Prof. Huston believes Shakespeare reveals his own joy about acting and playwrighting in this controversial comedy.

Lecture Two: *Measure for Measure*: Sexual Desire and Civil Authority

Prof. Saccio reveals a darker theme running through this seemingly conventional comedy: the struggle between personal and biological desires, on one hand, and social and political strictures, on the other.

Lecture Three: *Richard III*: The Actor as Villain

Prof. Huston unpacks Richard as both demon and dramatic hero — a character full of charismatic power and individualism, but finally vulnerable to higher, supernatural powers.

Lecture Four: *Macbeth* and Imaginative Villainy

In Prof. Saccio's view, Shakespeare's version of this historic king is ground-breaking: for the first time in English drama we see deeply into the mental and emotional life of a protagonist.

Lecture Five: *Romeo and Juliet*: Explosive Contraries

True to the lecture title, Prof. Huston explores this passionate tragedy as a play of contrasts.

Lecture Six: *Troilus and Cressida*: Exploded Myths

Shakespeare's version of this famous story crashes through the inherited themes — heroism, in the classical origins (in the *Iliad*, for example) and love, from the medieval story.

Lecture Seven: *Othello*: Love and Chaos

Presenting Othello as Shakespeare's most focused play, Prof. Huston believes the central motive is racial hatred: Iago's hatred of Othello. Prof. Huston also notes a recurrent theme in Shakespeare of men's distrust and fear of women's sexuality.

Lecture Eight: *Julius Caesar*: The Roman History

This play is part of Shakespeare's "great project" on English history. For Elizabethans, ancient Rome represented their own civilization. In this play, Prof. Saccio contends, the characters are aware of their historical significance.

Course No. 264 Video or Audio

J. DENNIS HUSTON received his bachelor's degree at Wesleyan University in 1961. He did post graduate work and earned his Ph.D. at Yale University in 1966. From 1966-69, he taught English at Yale University, and began teaching at Rice in 1969. He has received every teaching award Rice has to offer.



LITERATURE

HELL, PURGATORY, PARADISE: DANTE'S DIVINE COMEDY

Professors William R. Cook & Ronald B. Herzman ★ *S.U.N.Y. Geneseo*

From the Dark Wood of Error to the Vision of Truth, from the Pit of Hell to the Throne of God, from demons to the angelic hierarchy, Dante's poem carries the reader on an epic journey that spans the entire cosmos. Dante's genius allows us not only to observe the pilgrim's journey through the afterlife, but to participate in it as well, as we encounter questions about the nature of evil, the possibility for spiritual improvement, and the experience of true happiness. As Virgil and Beatrice guide Dante on his journey, Doctors Cook and Herzman will guide you along the intricate byways of Hell, Purgatory, and Paradise. Cook and Herzman will lead you through a fascinating look at the turbulent and energetic world of Dante's Florence, a world which has surprising parallels with our own time, including everything from runaway inflation to the breakdown of family values.

Lecture One: Dante's Life and Times

This course begins with some brief but essential biographical information about the poet and then focuses on a detailed analysis of the complex world of late medieval Italy. You will learn how to tell a Gueff from a Ghibelline.

Lecture Two: Dante's Literary Antecedents

Just as Dante was part of a complex political tradition, so also did he belong to a literary tradition that stretched back to the Greeks and Romans on one side and the Bible on the other. This lecture explores his relationship with three texts from this culture which show his unmatched ability to incorporate other writers into his own work: the Roman poet Virgil's great epic, the *Aeneid*; The Bible; and St. Augustine's *Confessions*.

Lectures Three and Four: Inferno

This section begins with a discussion of the structure of Hell, showing how Dante uses the physical geography of Hell to map out his moral geography. Then you will follow Dante in his visit to the inhabitants of three circles in Hell for an extended stay, in order to discuss both what Dante and the reader learn there: the Lustful, the Heretics, and the False Counselors. This close focus will also teach us how to read

Dante with depth and understanding.

Lectures Five and Six: Purgatorio

This pair of lectures begins with valuable background on the idea of Purgatory in Christian teaching and in Dante's imagination. In the Purgatorio Dante develops metaphorically — and also psychologically — the consequences to the self of the seven deadly sins, as well as strategies for overcoming them. Again being selective, Doctors Cook and Herzman analyze in depth three central sections of the Purgatorio.

Lectures Seven and Eight: Paradiso

These final lectures follow the pilgrim in his ascent through the multi-layered universe that ends in his vision of God. You will observe Dante's encounter with the wisest sages of all time, and see his fascinating and emotionally charged encounter with his own ancestor. Then in the final canto of the poem, Cook and Herzman will show how the vision at the end is also an attempt to bring together all the disparate elements of the poem as part of its stunning climax.

Course No. 253 Video or Audio

WILLIAM R. COOK holds the rank of Distinguished Teaching Professor of History at the State University of New York at Geneseo, where he has taught for 22 years. He received his A.B. at Wabash College and his M.A. and Ph.D. from Cornell University. Cook received the Chancellor's Award for Excellence in Teaching in 1974. In 1992 he was named New York State's Professor of the Year by the Council for the Advancement and Support of Education.

RONALD B. HERZMAN is a Distinguished Teaching Professor of English at S.U.N.Y. Geneseo, where he has taught since 1969. He received a B.A. from Manhattan College and His M.A. and Ph.D. from the University of Delaware. Herzman received the Chancellor's Award for Excellence in Teaching in 1976. Cook and Herzman have taught together for 20 years.

THE SOUL AND THE CITY: ART, LITERATURE AND URBAN LIFE

Professor Arnold L. Weinstein ★ *Brown University*

We are defined by many things: race, class, gender, nationality, and much else. But one influence is so pervasive, is so much the water in which we swim, that we often overlook its ceaseless effect on our lives: the fact that we live in cities. This is the story of human culture, and artists and writers from Antiquity to the present have bequeathed to us an ongoing record of how the urban setting can form or deform, can nourish or annihilate, our individual lives. Dr. Weinstein weaves a seamless web of observation and interpretation from the walls of Jericho to ancient Thebes, from Dickens' London to Balzac's Paris to today's New York and the cities of the future. This course is a feast of art and thought.

Course No. 484 Video or Audio

ARNOLD L. WEINSTEIN is the Henry Merritt Wriston Professor and Professor of Comparative Literature at Brown University. Weinstein received his undergraduate degree in Romance Languages from Princeton University in 1962. He received his M.A. and Ph.D. in Comparative Literature from Harvard University in 1964 and 1968. Weinstein has taught at Brown University since 1968.

LITERARY MODERNISM: THE STRUGGLE FOR MODERN HISTORY

Professor Jeffrey Perl ★ *University of Texas-Dallas*

It is no trick to like what you like. It is no trick to understand what you understand." With that pronouncement, Prof. Jeffrey Perl invites us to abandon our preconceptions and consider some of the most controversial twentieth century authors. Eliot, Joyce, Pound, Yeats, James, Lawrence and others spring to life, with all their radical ideas, personal demons, and beliefs about art and morality. At the same time, Prof. Perl explores the political extremism of so many of these authors, revealing their often destructive choices during World War II. His argument is complex, but Prof. Perl is brilliantly organized and clear, with precise literary interpretation and arch humor. Prof. Perl remains, in the words of his students, "the consummate lecturer."

Course No. 292 Audio only

JEFFREY PERL is a Professor in the Department of Humanities of the University of Texas-Dallas. Perl received his A.B. *summa cum laude* from Stanford University in 1974. He did post graduate work at Oxford University in 1976, and received his M.A. and Ph.D. in Comparative Literature from Princeton University in 1979 and 1980. From 1980 to 1989, Perl taught Comparative Literature at Columbia University. Since then he has been a Professor of the Humanities at the University of Texas-Dallas. He has been a Guggenheim Fellow, a Rockefeller Foundation Fellow in the Humanities, a visiting fellow at Mansfield College at Oxford, an Associate Senior Fellow at Columbia University, and a Whiting Fellow. He is the Founder and Editor of *Common Knowledge: A Journal of Intellectual History and Cultural Studies*.

MODERN BRITISH DRAMA

Professor Peter Saccio ★ *Dartmouth College*

Since Shakespeare's time, no period has produced more brilliant and varied theatre in Britain than the last hundred years. Professor Saccio has selected the major British playwrights of the past century: Wilde, Shaw, Coward, Beckett, Osborne, Pinter, Stoppard, Churchill, and Hare. All of them are enormously articulate, exploiting the verbal resources of the English language and the visual resources of the contemporary stage to hold the mirror up to our times.

Lecture One: British Theatre, 1890-1990

Lecture Two: Comedy of Manners: Oscar Wilde and Noel Coward

Lecture Three: George Bernard Shaw: Socialist and Prophet

Lecture Four: John Osborne Looks Back in Anger

Lecture Five: Samuel Beckett Waits for Godot

Lecture Six: The Menace of Harold Pinter

Lecture Seven: The Inventions of Tom Stoppard

Lecture Eight: Political Theatre: Caryl Churchill and David Hare

Course No. 291 Video or Audio



IS ANYONE REALLY NORMAL? PERSPECTIVES ON ABNORMAL PSYCHOLOGY

Professor Drew Westen ★ *Harvard University*

"Professor Drew Westen...lectured to hundreds of cheering students at the University of Michigan on Monday night and considered it an honor. It was an honor. He is the recipient of the first Golden Apple Award for outstanding undergraduate teaching."

THE DETROIT NEWS

Human beings can't just stick to the facts. Human being always impose order on what they see." Beginning with the assertion that there are "no facts" in the study of psychology, Professor Drew Westen reveals the intriguing and varied ways that psychologists have explained reality.

For much of this Century, we have accepted that Freud was to the mind what Newton had been to the physical universe, having mapped the topography of the psyche and having explained the movement of the forces within it. The reverence for Freud has waned with the rise of other perspectives on the understanding and treatment of disorder which suggest a different model of human mental life. In this course, Professor Westen, a practicing clinician and a brilliant lecturer, brings this clash of perspectives into the open and suggests ways in which they might inform each other and afford us a more comprehensive understanding of ourselves and others. The lectures are chock-full of moving, perplexing, sometimes shocking examples of individual disasters and disorders, as well as the therapies that addressed them.

Throughout the series, Prof. Westen raises the essential questions of human psychology: What drives us? What forms us? How do we learn? He also presents one of the great dilemmas of our era, one still under discussion among psychologists and jurists: Can a man who has been abused all his life be held responsible for abusing others? Can he be said to have "free will" in his own decisions to terrorize others? Related to this are perhaps the greatest questions that underlie Prof. Westen's discussions of psychotherapy: Can we change? How?

Lecture One: How Perspectives Influence Us

Assuring us that there is no one definition of normal, Prof. Westen describes psychology as an evolving science that continually revamps its definition of normalcy as new evidence challenges the existing theories. He focuses on the difficult question of how much biological events explain psychological disorders.

Lecture Two: Freud: From Dreams to Drives

This is the first of four lectures on the psychoanalytic approach that originated with Freud. Prof. Westen defends the relevance of Freudian psychoanalytic theory, noting that 75% of practicing psychologists say they rely to some degree on psychoanalytic ideas. He emphasizes Freud's contribution as the discovery of the unconscious mind which has its own motivations and drives; dreams are a doorway to this world.

Lecture Three: Freud's Theories of Motivation and Development

Prof. Westen takes up the conflicts created by Freud's theory that much of mental life is unconscious, discussing the objections by experimental psychologists that the bulk of psychoanalytic data cannot be recorded, cannot be proven, and do not seem to be measurable. He, nonetheless, presents a case for the existence and recognition of the unconscious. Dr. Westen tells about the debate over what motivates human beings: is it sex and aggression, as Freud said?

Lecture Four: The Psychoanalytic Theory of Conflict

Prof. Westen continues with Freud's theory that humans sublimate two basic drives: sex and aggression. The rest of the lecture presents Freud's famous theory of the stages of human development: oral, anal, and genital.

Lecture Five: Contemporary Psychodynamic Thinking

Prof. Westen completes the discussion of Freud by looking at Freud's structural models and theory of defense mechanisms. Exploring how psychoanalytic theory has developed since Freud, Prof. Westen revisits the idea that culture affects our sense of what is normal, noting, for instance, that current issues in psychotherapy have shifted from a focus on repression of sexuality to the problems of intimacy in relationships. His overview also reveals how contemporary psychoanalytic theories address the human needs for meaning and relationships.

Lecture Six: The Behaviorist Alternative

Prof. Westen begins with the weaknesses of the psychoanalytic approach, discussing the origins and tenets of behaviorist theories, especially those of Skinner. These theories, as explained by Dr. Westen, are experimental in approach, aimed at altering or developing learned behaviors through manipulation of instinctive drives and focussing on what can be seen and recorded about learned behavior.

Lecture Seven: Cognitive-Social Approaches: The Role of Situations and Thought

How do we learn? How do we know things? Prof. Westen explains the development of the dominant psychological theory of today, cognitive-social theory, as a study of human learning and perception. Starting with the two basic principles of cognitive theory — that humans use thought to mediate between their environment and their behaviors and that humans do a lot of social learning — Prof. Westen summarizes the ramifications of cognitive theories on treating mental disorders.

Lecture Eight: Cognition, Social Behavior and Cognitive Behavioral Therapies

Prof. Westen concludes his discussion of cognitive theory by talking about the relationship between emotions and thoughts — for instance, depression and negative thinking. Prof. Westen winds up the series with a critique of each of the widely varying therapeutic approaches of behaviorists, cognitive therapists, and psychoanalytic therapists. In the end, Prof. Westen proposes an eclectic approach for today's therapists.

Course No. 658 Video or Audio

DREW WESTEN is the Director of Psychology at Harvard Medical School. Dr. Westen received his A.B. in Social Studies magna cum laude from Harvard University in 1980, his M.A. in Social and Political Thought from the University of Sussex, and his Ph.D. in Clinical Psychology from the University of Michigan in 1985.

Before becoming the Director of Psychology at Harvard Medical School in 1991, Westen taught at the University of Michigan in Ann Arbor where he also had a private practice. Professor Westen was honored two years in a row as the best professor at the University of Michigan. His student course evaluations, among the best anywhere, are reflected in his witty, fast-paced lectures.



PSYCHOLOGY & MYTHOLOGY

HEROES, HEROINES AND THE WISDOM OF MYTH

Professor S. Georgia Nugent ★ Princeton University

The student evaluations of Professor Nugent's courses tell the story best. Their quantitative assessments rate her teaching as nearly perfect. Their qualitative assessments are no different: "fantastic," "fabulous — genuinely inspiring," "unbelievably good."

One customer wrote to Professor Nugent, "With the possible exception of Mr. Brody in 9th Grade English, you are the finest teacher I've ever had. I think you are the best 'explainer' I've ever heard — you make complicated ideas clear even to someone simultaneously trying to listen to you and navigate in L.A. traffic."

Not what we expect from Bullfinch's Mythology or any other catalogue of strange doings by superhumans. This course treats myth from several perspectives — psychoanalytic, Jungian, feminist, structuralist — to reveal to us what they reveal about us. And these stories address and engage our most fundamental questions about life, love, sexuality, power, violence, courage, death and beyond.

Nor is Georgia Nugent what we usually expect in a professor of classics. Her scholarship is both careful and exuberant, wise and funny. This course examines both what myths are (thinking about myth) and how they function in a society, how we use them to understand our world and ourselves (i.e., thinking through myth). Her focus is less on the recapitulation of myths than on their interpretation. The aim is that you finish the course not so much with a handbook of myths — those are readily enough available — but rather with an intellectual toolkit for interpreting perhaps not just ancient myths but modern lives.

Two lectures serve as an introduction to major interpretive methods; the remaining six actively apply such methods, focusing on major events of the life cycle: the creation of human beings, the invention of sexuality, what it means to live a "heroic" life, the role of woman in the household, and some classical views of death and its aftermath.

Lecture One: Definition and Interpretation: What Is A Myth?

Prof. Nugent introduces the difficulties in defining myth and the three factors in definition: form, content, and function. She also introduces major interpretive modes of 19th and early 20th century, including theories of Max Mueller, Frazer and the Cambridge School, Malinowski, Eliade, and Dumézil.

Lecture Two: Definition and Interpretation: How Does It Mean?

This lecture introduces major 20th century modes of interpretation, especially psychoanalysis (Freud, Jung, Campbell and other neo-Jungians), structuralism (Levi-Strauss), and the recent developments of deconstructive and feminist views. Dr. Nugent suggests how theories such as psychoanalysis and feminism have, in their turn, become part of our modern mythology.

Lecture Three: The Creation of Woman

Prof. Nugent analyzes and compares the Judaeo-Christian creation myth of Adam and Eve and the Greek myth of Pandora, with attention as well to the Roman myth of Pygmalion's creation of

an ideal woman (with its more recent manifestations in "My Fair Lady" and "Pretty Woman").

Lecture Four: The Invention of Sexuality

In this lecture, Dr. Nugent discusses Aristophanes' myth (in Plato's Symposium), which posits three original genders and concludes that each of us is searching for his or her (literal) other half. She considers also Ovid's myth of Narcissus and the widely varying positive and negative evaluations modern thinkers have accorded narcissism — both for the individual and the society.

Lecture Five: The Heroic Ideal

Prof. Nugent explains the tenets underlying the classical Greek "code" of heroism, as it is displayed by heroic figures in Homeric epic and Greek tragedy. She considers the possibility of an alternative mode of heroism, based rather on survival and compassion than on killing and dying.

Lecture Six: The Heroic Career

This lecture presents the paradigm of "the heroic life," as it has been codified by Rank, Raglan, Campbell, and others. Dr. Nugent illustrates the application of the model to figures such as Hercules and Jesus and considers deficiencies or problems with the model.

Lecture Seven: The Woman in the House

Prof. Nugent discusses the figure of Medea as a means of illustrating the peculiarly ambiguous situation of (Greek) women as foreigners in their own households and the particular sources of danger — and power — that position entails.

Lecture Eight: Who Knows If Death Be Life?

Finally, Prof. Nugent treats classical views of death and the afterlife, focusing particularly on the tragic-comedy of Alcestis (model for T.S. Eliot's *Cocktail Party*) and the answers it may provide for human anxieties over death.

Course No. 640 Video or Audio

S. GEORGIA NUGENT is Assistant to the President of Princeton University, a post she accepted in 1992 after teaching in the Department of Classics at Brown University. Nugent received her A.B. cum laude from Princeton University in 1973 and her Ph. D. from Cornell University in 1978. She has since studied at Goethe Institute, Bremen (1987), the American Academy in Rome (1982), and the American School of Classical Studies, Athens (1981).

Before moving to Brown University in 1985, Nugent taught at Cornell University, Swarthmore College, and Princeton University. After only one year on campus at Brown University, she doubled enrollment in her classes including basic Latin. In 1989, she was the recipient of the Wriston Award for Excellence in Teaching. The Student Course Guide at Brown University recounts that "Her lectures were like finely crafted masterpieces."





MUST HISTORY REPEAT THE GREAT CONFLICTS OF THIS CENTURY?

Professor Joseph S. Nye, Jr. ★ *Harvard University*

Will the end of the Cold War bring peace and harmony or war and chaos? Is America going to play a dominant role in international affairs or is the U.S. in decline? Is military power still the key to world leadership or has economic power become more important? Should the U.S. attempt to play the role of global police force or should we withdraw from our overseas military commitments?

All these questions are addressed by Professor Joseph Nye, Jr. in his examination of international politics. Nye begins by introducing schools of thought and levels of analysis prevalent in the study of international relations. He asks the questions: what kind of world order will develop in the wake of the Cold War? Is the cycle of major conflicts which lead to two World Wars and the Cold War over or are major world conflicts inevitable even in the nuclear age?

Lecture One: Continuity and Change in World Politics

Prof. Nye defines international politics and discusses what makes it different from domestic politics. Then he introduces the two major schools of thought in international relations, the realists and the liberals.

Lecture Two: What is an International System?

In this lecture Prof. Nye looks at the role of geography and its influence on alliance. Then he describes three levels of analysis used to study international relations: the individual, national, and international (structure and process). This lecture asks the grand question: are we doomed to repeat performances of the great conflicts of this century and the ways this question may be answered.

Lecture Three: The Balance of Power and Its Problems

Prof. Nye discusses different definitions of power and the balance of power and shows why nations often do not follow a balance of power policy. He also explains how the balance of power brought the longest period of peace in Europe's history and how the breakdown of that balance led to World War I.

Lecture Four: The Origins of the First World War

Prof. Nye examines the causes of World War I at all three levels of analysis, concluding that the war was not inevitable and looks at what might have stopped it. He reviews the lessons that this terrible war holds for us.

Lecture Five: The Problems and Promise of Collective Security

What is collective security, and how is it different from and similar to balance of power politics? The League of Nations was based on the principle of collective security and had some early successes in carrying out that principle.

Lecture Six: The Origins of the Second World War

Prof. Nye examines the role that Hitler as an individual had in the origin and course of WWII. He goes on to examine the national and structural forces that played a role in the origin of the War. He then reviews the argument that the war in the Pacific was actually a separate war with different origins.

Lecture Seven: The Origins of the Cold War

Prof. Nye lays out the traditionalist, revisionist, and the post-revisionist views of the origins of the Cold War. He examines the U.S. and Soviet plans for the post-war world and how they led the two powers into conflict. The lecture asks two major questions: Was the Cold War inevitable? Why didn't it lead to World War III?

Lecture Eight: Alternatives to the Present International System

What will the post-Cold War world be like? Will the United States decline? Will we have a bipolar, multipolar, or polycentric balance of power? Will the U.S. hold some kind of hegemony? Is military power becoming less useful? What should U.S. strategy be under these new conditions? Professor Nye disagrees with those who believe in the inevitable decline of U.S. power.

Course No. 828 Video or Audio

JOSEPH S. NYE, JR. is the Dillon Professor of International Affairs, Director of the Center for International Affairs and Associate Dean of Arts and Sciences at Harvard University. Nye received his bachelor's degree *summa cum laude* from Princeton University in 1958. He did post-graduate work at Oxford University on a Rhodes Scholarship, earning a Ph.D. degree in political science from Harvard University and winning the Summer Thesis Prize in 1964. He has taught at Harvard since 1964. From January 1977 to January 1979, he served as Deputy to the Under Secretary of State for Security Assistance, Science and Technology, and chaired the National Security Council Group on Non-Proliferation of Nuclear Weapons. Upon his departure, Secretary Cyrus Vance awarded him the highest Department of State Commendation, the Distinguished Honor Award.

THE AMERICAN MILITARY EXPERIENCE IN WORLD WAR II AND VIETNAM

Professor Robert E. Morris ★ *Defense Intelligence College*

The Persian Gulf War was not the war to end all wars either. We cannot make sensible judgments about the use of force abroad without understanding the science of war itself, and that science is the dark terrain brilliantly mapped by this course. Professor Morris teaches military strategy and operations at the Defense Intelligence College, part of the Defense Intelligence Agency.

Dr. Morris examines these questions and others as he charts the experience of the American armed forces through the twentieth century. He brings unique qualifications as a retired Army Lieutenant Colonel who served in Vietnam and as a Professor of history who has taught at West Point and John Hopkins University.

This course asks and answers broad and narrow questions about wars between nations. How are wars won and lost? How could the American military defeat Nazi Germany and Imperial Japan and lose to tiny North Vietnam? Did the experience of total war in Europe and the Pacific leave the U.S. military unprepared for the limited wars of the Cold War era? What lessons does the American experience in Vietnam have for the post-Cold War era?

Lecture One: Clausewitz and the Theory of War

Lecture Two: Principles of War

In these two lectures Prof. Morris focuses on the theory and principles of war developed by Karl von Clausewitz. His theories not only lay out the basic terminology used for discussing war, they also define the role of war in human affairs. His principles have been adopted as guides for military operations in some fashion by virtually every army in the world.

Lecture Three: World War I

This lecture concentrates on the Western Front. Prof. Morris starts with the German plan of attack, why it failed, and the stalemate that resulted from this failure. Then Dr. Morris turns to the military problems posed by the stalemate and the new tactics and technologies that were used to break it.

Lecture Four: World War II: Opening Campaigns

Prof. Morris outlines the basics of blitzkrieg, lightning warfare, as described by General Heinz Guderian. Then he turns to two of the most hotly debated questions about the war. Why did Hitler attack the Soviet Union? Why did this attack fail after such tremendous initial success?

Lecture Five: World War II: Allied Strategy in the European Theater

Prof. Morris starts by examining the origins of allied strategy in prewar planning. He lays out the strategic problem facing the allies when America joined the war, and the forces they believed they needed to solve it.

Lecture Six: World War II: War in the Pacific

This lecture starts with the rise of Japan and Japan's prewar planning. Dr. Morris traces the changes in Japanese strategy as the tide of the war turned against them. He concludes with the American plan for the daunting task of invading Japan and why America dropped the atomic bomb.

Lecture Seven: Vietnam: Historical Overview

Morris covers the history of Vietnam from French colonization to the Gulf of Tonkin Resolution. He examines how the post-WWII history of Vietnam is tied to the Cold War, how the role of the American military changed from advisors to combatants and the evidence that was available to the U.S. military before the War that made victory seem exceedingly unlikely.

Lecture Eight: Vietnam: Analysis

Professor Morris starts with an examination the North Vietnamese strategy with its various levels of intensity. He discusses why the U.S. failed in Vietnam and the effect it had on the American military. Finally, he turns to the lessons of the Vietnam War.

Course No. 815 Video or Audio

DR. MORRIS received his bachelor's degree and his Ph.D. from Loyola University in Chicago. Dr. Morris is a former Army Lieutenant Colonel who served as an advisor in Vietnam and in infantry units in Korea and Germany. He received his military training through the Infantry Officers Basic Course, Airborne School, Armor Officers Advanced Course, Command and General Staff College, and the Defense Department Public Affairs School. Professor Morris teaches military strategy and operations at the Defense Intelligence College, part of the Defense Intelligence Agency.



HISTORY

A MODERN LOOK AT ANCIENT GREEK CIVILIZATION

Professor Andrew Szegedy-Maszak ★ *Wesleyan University*

"'Superlatives. Superlatives. Superlatives.' 'A top professor, 'best of my four years here,' and 'brilliant' are some handfuls out of this class's bucket o' eulogies for Professor Szegedy-Maszak."

SQUID'S EYE VIEW, A REVIEW OF FACULTY AND COURSES AT WESLEYAN UNIVERSITY

The Glory that was Greece..." Drawing on art, literature, recent archaeological discoveries and the record of history, Professor Andrew Szegedy-Maszak surveys almost 2,000 years of Greek civilization. Beginning with Greece's own prehistory on the Cycladic Islands and Crete, followed by the warrior aristocracy of mainland Mycenae, the lectures trace the invention and evolving consciousness that led to the poetry of Homer, the growth of politics and law, the creation of democracy, the beginnings of historical understanding, and the remarkable confluence of military and political strife with extraordinary literary and artistic creativity that characterized Athens' "Golden Age." Throughout the lectures, Dr. Szegedy Maszak uses quotations from ancient sources (and, in video, 80 carefully selected slides) to convey the richness of the subject.

Lecture One: Cycladic and Minoan Civilization; the Bronze Age and the Dark Ages

Our understanding of Greek history is undergoing continuous change, due to new discoveries and new interpretive methods. Dr. Szegedy-Maszak begins by introducing some of these issues and goes on to survey the three most important prehistoric civilizations in the Greek world, the Cycladic, Minoan and Mycenaean, for which the evidence is completely archaeological. It concludes with a description of the "Dark Ages" — roughly 1200 to 800 B.C. — a period that saw both decline and innovation.

Lecture Two: Homer and the Foundation of the Epic Tradition

The Homeric epics, the *Iliad* and *Odyssey*, were composed a short time after the end of the Dark Ages and soon became the most broadly influential texts in Greek society. The values they embody inform all subsequent Greek civilization. As Szegedy-Maszak explains, the poems depict a hierarchical social structure, whose pinnacle is occupied by the men called heroes, such as Achilles and Odysseus.

Lecture Three: The Archaic Age

Szegedy-Maszak describes the Archaic Age (ca. 800-500 B.C.) as a period of profound revolution, during which there developed the uniquely Greek city-state (the polis), and Greek colonists established new communities throughout the Mediterranean area. In addition, major changes occurred in military and economic organization. The rediscovery of literacy, in the form of a new alphabet, gave rise to the codification of law and to new forms of literary expression.

Lecture Four: The Formation of the City-State and the Rule of Law in Athens and Sparta

This lecture frames the conflict between Sparta and Athens, the city-states that were to become the dominant forces in Greek history. These cities shared a belief in the supremacy of law, but they had dramatically different social and political configurations. Spartan society was rigidly conservative and inward-looking. With its rigorous edu-

cational system and its uncompromising ideal of loyalty, its primary aim, as Aristotle says, was the cultivation of military excellence. Athens, by contrast, prided itself on being an open city, and gradually evolved into a radical democracy that prized novelty and adaptability.

Lecture Five: The Ionian Philosophers and Herodotus

The first philosophers in the West came from the Greek city-states in Ionia (the Mediterranean coast of modern Turkey). Their principal concern was to define the basic element of the cosmos, and in this they strongly influenced Herodotus, also an Ionian and author of the first systematic history. Combining eyewitness reports, myths and legends, and first-person investigation, Herodotus produced a marvelous narrative describing the conflict between the Greeks and the Persians in the early fifth century.

Lecture Six: The Myth and the Reality of Life During the "Golden Age"

Thucydides says that during the reign of Pericles, Athens was in name a democracy but in fact under the rule of the first citizen. This lecture discusses some of the paradoxes of life during the "Golden Age": radical democracy at home, alongside an increasingly aggressive imperialism abroad; public support of the renowned humanistic works of art, architecture and literature, while the majority of the population — resident foreigners, slaves and women — were barred from full participation in civic life.

Lecture Seven: War and Tragedy in Thucydides, Sophocles and Euripides

In 431, tensions between Athens and Sparta finally exploded into war. Thucydides, himself a general in the war, wrote a compelling history of the conflict that shows the influence of tragedy, as crafted by Sophocles and Euripides, as well as contemporary philosophical and scientific thought. After 27 years, the war ended with Athens' total defeat, while Sparta, nominally the victor, was gravely weakened.

Lecture Eight: Greek Civilization in the Modern World

This lecture focuses on the aftermath of the Peloponnesian War, exemplified by the last works in the traditional genres of tragedy and comedy, and by the life and death of Socrates, the "complete" Athenian. Some consideration is given to the extent of the influence of ancient Greece on our lives today.

Course No. 421 Video or Audio

DR. SZEGEDY-MASZAK is Professor of Classics at Wesleyan University. Szegedy-Maszak received his bachelor's degree cum laude from University of Michigan in 1970. He did post graduate work at Princeton where he earned his doctorate in classics. From 1973 to present he has taught at Wesleyan University, where he became department chair in 1987. He has also taught for brief periods of time at UCLA and Dartmouth. He serves as a member of the editorial board of *Archaeology* magazine and is the author of numerous articles as well as the book *The Nomoi of Theophrastus* (1981).

In 1986 he received the American Philological Association Award for Excellence in the Teaching of Classics. The student course evaluations at Wesleyan, which award him nearly perfect scores for his teaching, include reviews like these: "Awesome", "Fantastic", "Dynamic", "Funny and brilliant", "Szegedy-Maszak is a great lecturer able to sift through difficult material without ever making it boring."



THE HISTORY OF HITLER'S EMPIRE

Professor Thomas Childers ★ *University of Pennsylvania*

If it happened in Germany — could it happen elsewhere, could it happen here? This question is part of our fascination with the rise of the Third Reich, and Prof. Thomas Childers' lectures aid us in the quest to understand "this pivotal experience of twentieth century Western civilization."

This course begins with two questions that pose and hold its moral tension for eight lectures: would you have had the foresight to see what was happening in Germany at the time, and, if you did, would you have had the courage to act? Having checked our reflexes and honed our desire to observe the progress of this story with greater care, Professor Childers then binds you in the spell of these eight lectures. He received perfect scores from our live audience; the summary of the evaluations from the taping reports: "A fascinating speaker and consummate scholar sums up many of the superlative adjectives used to describe Mr. Childers."

An intense realism underlies Prof. Childers' look at 1930's Germany. His precise narrative of the Nazi rise to power leaves the often chilling impression that Hitler's political ambition reached its climax only through many accidents of chance and circumstance. The lectures exhibit the genius of the Nazis' political machine, how they used techniques for the first time that we now take for granted: polling, direct mailings, and exit interviews, for example. Yet, Prof. Childers demonstrates how a little more political intelligence in opposing Hitler might have derailed him. Prof. Childers' final lectures on the "Final Solution" ring with a fierce accuracy and a haunting sense of loss.

Lecture One: The Early History of National Socialism and Hitler

In this lecture, Prof. Childers looks at the impact of National Socialism on our own civilization, suggesting it fascinates us because of our own nearness to German culture. The lecture outlines National Socialist ideology.

Lecture Two: Setting the Stage: Problems in the German Democracy and the Rise of the Nazis

Prof. Childers juxtaposes the gloomy economic climate of Germany in the 1920's with Hitler's search for an issue with which to solidify his political hold. Of all the political parties, only the Nazis proposed spending as an economic solution to the depression.

Lecture Three: Nazi Electoral Politics

Prof. Childers gives the details of the electoral politics that gave the Nazis their first toeholds. Childers then shows how the government foundered, and, for a time, no party seemed able to capture public confidence.

Lecture Four: Hitler's Assumption of Power

This lecture outlines the installment of the Nazi party and the ways that Hitler paralyzed and banned his opposition, freed himself of any restraint by the Reichstag, and secured his hold on power.

Lecture Five: Consolidation, Chaos and Terror in the Third Reich

"Bringing things into line," the Nazis anticipated a revolution from the left, but none materialized. Prof. Childers describes the Nazis' ensuing and surprisingly easy road to a totalitarian regime.

Lecture Six: Transforming Ideology into Policy: Racial Policy in the Third Reich

Anti-semitism was the ideological core of the Nazi party; did that mean that Auschwitz was inevitable? Prof. Childers discusses the "translation of racist ideology into policy" and traces the several stages in the evolution of the Nazi Jewish policy.

Lecture Seven: Hitler's Foreign Policy, and the Preludes to War

Prof. Childers discusses the relationship between the Nazi racial policies, the desire for "Lebensraum" (geographical expansion), and a crusade against the Bolsheviks.

Lecture Eight: The Third Reich, World War II, and the Holocaust

This lecture recounts the events of World War II, the destruction of the Jewish community in the 1941 "Final Solution," and the extermination of other minorities, handicapped, and certain groups of children. Secrecy was essential in handling the German public, which was "not ready" to know, and in rounding up the victims. Prof. Childers ends the lecture by summarizing the lessons we might take away from this horror story of recent history.

Course No. 805 Video or Audio

THOMAS CHILDERS is Professor of History at the University of Pennsylvania. Childers received his bachelor's and master's degree from University of Tennessee on a Fulbright Scholarship between 1969-1971, earning a Ph.D. degree in History from Harvard University in 1976. From 1976 to present, he has been Professor of History at University of Pennsylvania. Dr. Childers is a scholar of the Third Reich, and his course at the University of Pennsylvania has been rated as nearly perfect for years by the students who take it. His most recent books are *Reevaluating the Third Reich*, *New Controversies*, *New Interpretations* (1990), and *The Formation of the Nazi Constituency, 1919-1933* (1986).

THE GOOD KING: THE AMERICAN PRESIDENCY SINCE THE DEPRESSION

Professor Bruce Kuklick ★ *University of Pennsylvania*

In Professor Bruce Kuklick's view, the U.S. presidency serves the mythological and psychological roles of the king in American culture. Even when we disagree and fight over a given president, we are bound together by our common sense of the president's central importance. Dr. Kuklick's lectures, particularly on FDR, ("Roosevelt had fewer principles than Richard Nixon") arouse strong responses, and those who have settled into a comfortable reverence for this president will find Prof. Kuklick's arguments irritating, stimulating and, in the end, refreshing. Prof. Kuklick's quiet tones belie his bracing analysis, free of the conventional partisan cant. He gives us a sense of the mercurial nature of American politics and of the importance of psychology and timing in the success of a politician.

Course No. 871 Audio only

BRUCE KUKLICK is Professor of History at the University of Pennsylvania. Kuklick received his bachelor's degree with honors from the University of Pennsylvania in 1963. He earned his Ph.D. in American Civilization from the University of Pennsylvania in 1968. From 1972 to present he has taught at the University of Pennsylvania. In 1989 he received the Lindback Award for distinguished teaching at the University of Pennsylvania.

THE AMERICAN DREAM

Professor John K. Roth ★ *Claremont-McKenna College*

These lectures are both a historical and a philosophical reflection on the American Dream. Professor Roth draws on a variety of sources — poetry, literature, philosophical and religious thought, political rhetoric and practice — to see how the notion of the American dream has developed over time. Professor Roth's governing thesis is that to be an American is to dream; that is the American heritage. If Americans can no longer be sure their multifaceted dream is realizable or that the future itself is limitless, then uncertainty may be a sign of maturity. For, as Prof. Roth states, maturity entails the recognition that what they are and have been, as well as what they dream of becoming, are the truths they must live by.

Course No. 880 Audio only

JOHN K. ROTH is the Russell K. Pitzer Professor of Philosophy and Chair of the Department of Philosophy and Religion at Claremont-McKenna College, Claremont, California. Roth received his bachelor's degree from Pomona College in 1962, graduating magna cum laude and with honors in philosophy. He joined the Claremont McKenna faculty in 1966 after earning his Master's and Ph.D. in philosophy at Yale University. Roth has published 150 articles and reviews and fifteen books.



GREAT TRIALS AND GREAT TRIAL LAWYERS

James J. Brosnahan, Esq. ★ *Morrison & Foerster*

Sacco and Vanzetti. Leopold and Loeb. The Zoot Suit Murders. The trial of Socrates and Galileo. The courtroom, as much and perhaps more than the ballot box, is where democracy's most important debates have been resolved. The issues, the techniques, the defendants, their lawyers and their prosecutors come back to life in this series on the most important trials and lawyers in history.

A SuperStar trial lawyer explores the history of his craft, from Socrates' defense of himself to the work of modern masters like Clarence Darrow. Let a great lawyer and storyteller guide you through 2000 years of words at war. James J. Brosnahan — named by the National Law Journal as one of the 10 Best Trial Lawyers in America — gives you an unprecedented examination of ancient and modern trials from the perspective of a lawyer who has taken more than 100 cases to a jury.

Great Trials and Great Trial Lawyers takes you behind the scenes of the Scopes Trial as Clarence Darrow and William Jennings Bryan duel over evolution, to the trial and sentencing of Sir Walter Raleigh, to the special seven-member jury at Salem, which sentenced 19 "witches" to death.

There is no wiser counsel than hindsight, and the course reviews and judges the arguments and effectiveness of some of history's great lawyers — Demosthenes, Cicero, Daniel Webster, John Quincy Adams and Rufus Choate.

So much of history is taught from the Olympian view of the grand perspective. But this is history that appeals to us irresistibly for the same reason that courtroom drama is a national pastime: the issues are particular, personal, immediate. And there are lives in the balance which can be saved or lost by the sheer skill of one of the wildest species of human ever bred, the trial lawyer.

Lecture One: Ancient Trials and Trial Lawyers

This lecture introduces the beginnings of trials as a democratic institution. And some of the most powerful figures in the history of democracy were deeply involved in the courtroom. Socrates, on trial for corruption of youth and disregard of the gods, defended himself, with the unhappy result that more jurors voted to impose the death penalty than to convict him. Demosthenes and Cicero, the legal system in which they worked, and the cases for which they became immortal, are covered.

Lecture Two: Early English Trials

The development of the courtroom trial as a pivotal institution is continued in this lecture, which covers the lives and trials of William Penn, Sir Walter Raleigh and Thomas More — as far as we know, the only lawyer ever sainted by the Church.

Lecture Three: Famous Irish Trials

English control of Ireland has filled courtrooms and gallows for centuries. The treason trial of Roger Emmet, ending in his famous speech from the dock is recounted in this lecture, as is the fascinating libel suit against *The London Times* by Charles Stewart Parnell.

Lecture Four: Early American Trials

The lecture begins with the Salem Witch Trials and then turns to the lives and trials of two great American lawyers. John Adams' defense of the Redcoats after the Boston Massacre is reviewed. The lecture concludes with the trial of Aaron Burr, the colorful, clever

lawyer who killed Alexander Hamilton in a duel, who nearly succeeded in stealing the Presidency from Thomas Jefferson, and who may or may not have been plotting armed secession from the United States.

Lecture Five: Nineteenth Century U.S. Trials

The work of Daniel Webster, so revered in our national mythology that he could debate the Devil, is reviewed: The Dartmouth College case, the Lyman libel prosecution and the Knapp trials. The famous arguments of Rufus Choate are discussed, and the lecture concludes with the murder trial of Jesse James' brother Frank, as the American trial moves from the polished East to the Wild West.

Lecture Six: Clarence Darrow

How many lawyers have turned to their trade because in their youth they read about the work of this lawyer? At the center of the controversies that mark the emergence of modern American society — faith in science, protection of workers, resistance to racial oppression and to the death penalty — Darrow's effects were felt far outside the courtrooms in which he worked and the time in which he lived. This lecture is a clear-eyed but passionate understanding of a bona fide American populist hero.

Lecture Seven: Differences and Trial

In this lecture, Brosnahan discusses key trials in history that illustrate the conflicts in society when an idea or group breaks with the majority norm. The persecution of Galileo, the execution of Sacco and Vanzetti and the Zoot Suit murders are the central cases.

Lecture Eight: Trials Attacking Ideas and Speech

One British and three American trials conclude the series. In this final lecture, Brosnahan examines censorship, the powerful forces at work to silence the discomforting, the inflammatory and the offensive statement. He recounts the trial of John Peter Zenger in the American colonies, Whistler's libel suit in England, Alan Ginsberg's obscenity case and the landmark case, *New York Times v. Sullivan*.

Course No. 866 Video or Audio

JAMES J. BROSNAHAN is a partner in the San Francisco-based law firm of Morrison & Foerster where he specializes in civil and criminal trial work. He has tried more than 100 jury cases involving murder, embezzlement, conspiracy and price-fixing. In 1990, the National Law Journal named him one of the 10 best trial lawyers in America. A member of the American College of Trial Lawyers, he serves on the faculty of the National Institute for Trial Advocacy. Mr. Brosnahan received his undergraduate degree from Boston College and his LL.B. from Harvard Law School. His personal library on the history of trials contains many rare original transcripts and hundreds of volumes.

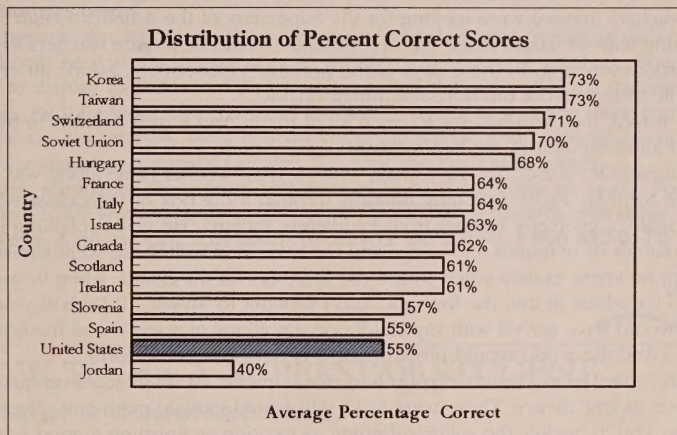


NOW, AFTER EIGHT LONG YEARS, THEY'RE READY!

If you want your student to get ahead or keep up, we have strong help for you. We can't promise that our tapes are the solution to all of the problems that a student encounters in high school, but we think we have the elements of it: great teachers who can explain important material clearly again and again (hit rewind!) without any embarrassment; inspiration that makes the act of being a student a clear and powerful calling; and a way to make the television the ally of anxious parents everywhere.

The dream is finally realized

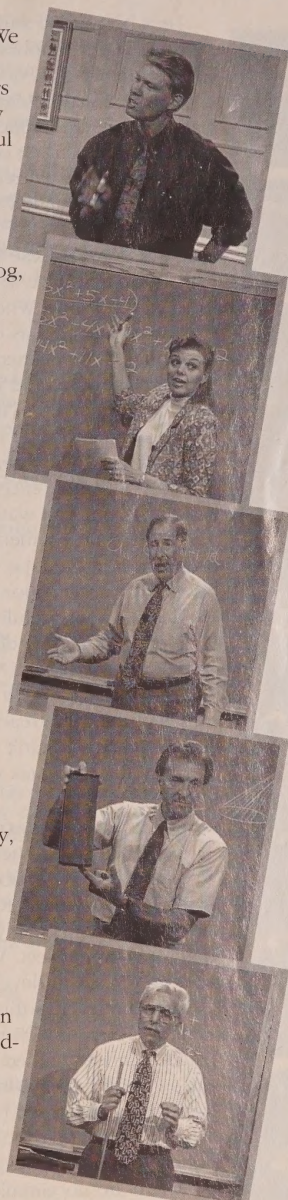
I have waited eight years to be able to offer the tapes described in the next few pages. If you read the story of The Teaching Company at the beginning of this catalog, you know that we have always wanted to make the best high school teachers in the country available to every student who wants to learn from them.



American students ranked second to last among industrialized countries

The goal has become more important with each passing year. In study after study, American students continued to finish near dead last in comparisons with students from other industrialized countries. In 1990-91, the International Assessment of Educational Progress, conducted by the Educational Testing Service, compared the achievement of 13 year-olds from 15 countries. The US students were second to last, outscoing only students from Jordan. Our students averaged 55% correct answers. Students from Korea and Taiwan averaged 73% correct answers.

Let's leave aside for the moment the fact that we have failed to teach our children the joys of mathematics, the sense that can be made of the world when carefully studied, the clarity of logical thought that becomes a habit of mind after immersion in mathematics.



NEW SECTION



THE SUPERSTAR TEACHERS HIGH SCHOOL SERIES

Let's be prosaic and focus only on the effect that this failure will have on this nation's economic fate. And let's use a simple competitive metaphor: If the tennis player opposite you returns 73% of your shots and you return 55% of hers, you will lose a set more than 99% of the time!!!

The National Research Council, which represents some 70 organizations and individuals concerned with math, science and education reported a few years ago that most American students leave school with such a poor understanding of mathematics that they cannot adequately perform the vast majority of jobs, much less consider specialized careers in mathematics or science.

Our science achievement scores are not much better. The US is 13th out of 15.

How we found these SuperStar teachers

Last Summer, we set out to find our SuperStar High School Teachers. We sent a letter to every teacher listed in the Who's Who of American High School Teachers. (Teachers are included in the Who's Who if they are nominated as outstanding by a student listed in the Who's Who of American High School Students.) We explained to the teachers that we were looking for the SuperStars of the American High School classroom, and that the only way we could judge this at a distance would be for the teachers to send us videotapes of their classroom teaching. In these days of the portable videocamera, asking all of these teachers to send us a sample of their work did not seem unreasonable.

Until all of the tapes arrived. It took me two days just to open all of them. And it took months in front of the VCR in my office to watch all of the entries we had received.

Was it tough to watch all of them? Of course. But the reward when a great teacher came along was worth the wait. I remember a late Saturday night, marching dutifully through a big box of videocassettes, when I put in the tape of Jim Noggle, a geometry teacher from Pendleton, Indiana. He was explaining to his class the calculation of the volumes of pyramids and cones and the ways in which these were similar. The lesson was carefully planned: he knew exactly when to use the formulas on the board, when to use a three-dimensional model, how to introduce pi into the formula. And I thought to myself, "If I'd had you for high school math, Mr. Noggle, I would have stayed with my childhood ambitions in science and medicine rather than becoming a lawyer." (And the world would probably be a better place for it, too.)

I had the same reaction when I saw Debra Pizzuto explain negative numbers, Murray Siegel on quadratic equations, Frank Cardulla on atomic theory. These were folks who could explain math and science in a way that intrigues you, draws you in, makes the solution-finding as exciting as finishing a good novel.

Learning how to learn effectively

We received another extraordinary tape as well. Tim McGee is a human dynamo teaching in Worland, Wyoming, a town of about 5,000 folks miles from everything except a landscape that takes your breath away. He had written to me some time ago about the need for a course on how to be a great student; that we teach students many subjects, but that we never teach them the deep lessons they must absorb to be good at every subject. We don't teach students about their own learning processes, about the character traits they need to develop for academic success, the best ways to read and write.

But Tim teaches this to his students in a powerhouse series of lectures that we also prepared this Summer. From tiny Worland, Tim's students have published hundreds of articles and poems, placed into Ivy League schools, landed full scholarships, read things that most of us don't touch until graduate school. Tim's gift for inspiration is a special one, and with it as the foundation for the rest of what we offer in our high school tapes, we believe that we can make a powerful difference in the life of a student.

Heck, after I listened to Tim's first lecture I was so fired up that I came down from the studio and launched several projects that I had been delaying for months.

There are no gimmicks in his message. He speaks frankly about hard work and being prepared. He tells students that the two things they need most to succeed in school are the honesty to admit how little



they know and the courage to do the work necessary to learn. He describes study as the academic equivalent of training for sports; and reminds students that the time they spend studying is time they spend pulling away from the competition. He teaches methods for reading that make it important to buy the books rather than use library copies — because you are going to mark them up so much with your red pen. He teaches the advantages of a Master Schedule to organize your life, your goals and your activities.

His lectures build a foundation for a lifetime of academic success. We decided to tape Tim's lectures this Summer and make them available along with our subject-oriented tapes. **The McGee course is five and a half hours long. It is available for \$100, or only \$50 if purchased together with a subject course (plus \$5 s&h). The four subject courses are each composed of 30 thirty-minute lessons, a total of 15 hours each. If you order two or more of the subject courses, they are priced at \$150 each (plus \$10 s&h per course).**

The tapings begin

After we selected our teachers, we spent several months preparing the courses, deciding what material should be covered in each course, when to use computer graphics, when to use the blackboard or easel to display formulas and diagrams, preparing the outlines of the material that accompanies each course. And we spent all Summer in the studio, taping and editing these courses.

We are not finished. More courses are in the works. And a special invention for testing and feedback for students. But that's for later. For now, the beginning is over.

After months of preparation and years of hope, these tapes are ready. For me, though, the dream they can fulfill will not come to pass until we can reach students with these teachers.

We've done our part. The rest is up to you. Do it now. **1 800 832-2412.**

HOW TO BE A SUPERSTAR STUDENT

Tim McGee ★ *Worland High School*

How to be a SuperStar Student is taught by Tim McGee of Worland Senior High School in Worland, Wyoming. This is surely one of the most remarkable classes taught anywhere in American high schools. Instead of teaching a specific subject area, Tim McGee teaches how to be a winner in EVERY subject. And from his high school classes in a little town in Wyoming come a steady stream of honor students. They win scholarships. They get into top universities. They even have their writings published while still in high school.

McGee has found that many bright kids have trouble retaining what they read and get tangled up when trying to do writing assignments. So he teaches two simple yet amazingly powerful techniques that will give you an edge not only in high school but in college and the rest of your life. And he shows you how to organize your time so you'll be able to do both the things you GOTTA do and the things you WANT to do.

You won't be able to coast to success, any more than a great athlete coasts. But using the McGee Methods, you'll develop mental "muscles" and training habits which will make the hard stuff a whole lot easier.

McGee is an amazing speaker who has changed the lives of dozens of his students (some of whom appear in these tapes) with

his powerful message about what it takes to be a great student and how to do it once you've made the decision to excel. These lectures build the foundation of achievement that can last a lifetime. McGee's introductory lecture on learning and on the two character traits that every great student must possess — honesty and courage — followed by lectures on reading for results, writing without pain, studying to succeed and organizing your time are packed with information and insight that every student who wants to win must know.

Lesson 1 Introduction to Learning

Lesson 2 Active Reading

Lesson 3 Writing Improvement

Lesson 4 Organization

Lesson 5 Study in Certain Disciplines

Lesson 6 College Preparation

Lesson 7 College Survival

Lesson 8 Final Comments

Course No. 140 Video Only

ALGEBRA I

Debra K. Pizzuto ★ *Ocean City High School*

For many students, the biggest problems in mastering the basics of Algebra are terror and boredom. In these videos, you'll see how Debra Pizzuto charms her Algebra I students in Ocean City, New Jersey, by calming their fears and helping them get comfortable with — and even excited by — concepts like Real Numbers, Order of Operations, Algebraic Equations with a Scale, Inequalities, Factoring, Trinomials, etc.

Ms. Pizzuto has been teaching mathematics since 1985 and is listed in the Who's Who of American High School Teachers. Her presentations in this series are crystal clear and should be easily understood by students everywhere.

- Lesson 1** Introduction: Getting Prepared
- Lesson 2** Real Number System
- Lesson 3** Sets and Venn Diagrams
- Lesson 4** Operations with Real Numbers: Number Line and Addition
- Lesson 5** Operations with Real Numbers: Subtraction, Multiplication and Division
- Lesson 6** Order of Operations
- Lesson 7** Algebraic Expressions
- Lesson 8** Evaluating Algebraic Expressions
- Lesson 9** Solving Equations: The Concept of Balance
- Lesson 10** Solving Equations: The Undoing Process
- Lesson 11** Solving Equations: Equations of Greater Complexity
- Lesson 12** Special Equations

- Lesson 13** Inequalities
- Lesson 14** Polynomials
- Lesson 15** Multiplication of Polynomials Involving Monomials
- Lesson 16** Multiplication of Polynomials
- Lesson 17** Factoring Polynomials: Monomials and Binomials
- Lesson 18** Factoring Polynomials: Trinomials
- Lesson 19** Polynomial Equations
- Lesson 20** Rational Expressions
- Lesson 21** Addition and Subtraction of Rational Expressions
- Lesson 22** Solving Equations Involving Rational Expressions
- Lesson 23** Division of Polynomials
- Lesson 24** Linear Equations and the Coordinate Plane
- Lesson 25** Introduction to Slope: The Slope of a Line
- Lesson 26** Slope and Slope-Intercept Form of a Line
- Lesson 27** Finding Equations of Lines
- Lesson 28** Systems of Linear Equations: Solving by Graphing and Substitution
- Lesson 29** Systems of Linear Equations: Solving by Addition Method
- Lesson 30** Functions
- Course No. 101 Video Only**

ALGEBRA II

Murray H. Siegel ★ *Marietta High School*

Algebra II is taught by Murray Siegel of Marietta, Georgia. It is, no wonder that he has won a string of honors like the Presidential Award for Excellence in Math Teaching and Kentucky Educational TV "Best Math Teacher in America" award.

He relates Algebra to the real world...a rocket launch...a rain forest...an NFL football game...a lightning storm...and before you know it you're suddenly into the deep stuff and loving it — well, almost! Polynomial Arithmetic, Factoring, Solving and Graphing Linear Equations, Solving Linear Inequalities, Quadratic Functions, etc.

Dr. Siegel holds his doctorate in Mathematics Education, and has taught math since 1974. He is designated as a Master Teacher by the Woodrow Wilson National Fellowship Foundation

- Lesson 1** Introduction
- Lesson 2** Polynomial Arithmetic
- Lesson 3** Factoring
- Lesson 4** Solving Linear Equations
- Lesson 5** Solving Linear Inequalities
- Lesson 6** Correlation, Slope and Intercepts
- Lesson 7** The Equation of a Line
- Lesson 8** Graphing Linear Equations
- Lesson 9** Graphs of Linear Inequalities
- Lesson 10** Solving Systems of Two Linear Equations
- Lesson 11** Solving Systems of Two Linear Equations Using Elimination

- Lesson 12** Solving Systems of Three Linear Equations and Systems of Linear Inequalities
- Lesson 13** Functions
- Lesson 14** Quadratic Functions
- Lesson 15** Solving Quadratic Equations
- Lesson 16** Quadratic Functions
- Lesson 17** Imaginary Numbers
- Lesson 18** Quadratic and Rational Inequalities
- Lesson 19** Polynomial Division
- Lesson 20** Zeros of a Polynomial
- Lesson 21** Sketching Polynomials
- Lesson 22** Sketching Rational Functions
- Lesson 23** Square Roots and Cube Roots
- Lesson 24** Exponential Functions
- Lesson 25** Logarithmic Functions
- Lesson 26** Matrices and Determinants
- Lesson 27** Solving Systems of Equations Using Matrices
- Lesson 28** Recursive Functions
- Lesson 29** Sequences and Series
- Lesson 30** Introduction to Trigonometry
- Course No. 102 Video Only**



GEOMETRY

James Noggle ★ *Pendleton Heights High School*

The best-kept secret in high school is that when it's taught the right way, GEOMETRY IS GORGEOUS! It's so clean — so neat — so pure. For 25 years Jim Noggle has been letting his students in on the secret at the high school in Pendleton, Indiana.

He makes Geometry feel like a cool, refreshing shower as he guides you through the mysteries of Lines, Planes, Angles, Inductive and Deductive Reasoning, Planning Proofs, Parallel Lines and Planes, Triangles, Polygons, etc. Mr. Noggle has taught mathematics since 1970, receiving many awards for his teaching. He is listed in the Who's Who of American High School Teachers. The lessons on these tapes are exceptionally clear and thoroughly organized, conveying Mr. Noggle's evident love of Geometry and his passion for teaching it.

- Lesson 1** Fundamental Geometric Concepts
- Lesson 2** Angles and Angle Measure
- Lesson 3** Inductive Reasoning and Deductive Reasoning
- Lesson 4** Preparing Logical Reasons for a Two-Column Proof
- Lesson 5** Planning Proofs in Geometry
- Lesson 6** Parallel Lines and Planes
- Lesson 7** Triangles
- Lesson 8** Polygons and their Angles
- Lesson 9** Congruence of Triangles
- Lesson 10** Variations of Congruent Triangles
- Lesson 11** More Theorems Related to Congruent Triangles

Lesson 12 Medians, Altitudes, Perpendicular Bisectors and Angle Bisectors

Lesson 13 Parallelograms

Lesson 14 Rectangles, Rhombuses and Squares

Lesson 15 Trapezoids, Isosceles Trapezoids and Kites

Lesson 16 Inequalities in Geometry

Lesson 17 Ratio, Proportion and Similarity

Lesson 18 Similar Triangles

Lesson 19 Right Triangles and the Pythagorean Theorem

Lesson 20 Special Right Triangles

Lesson 21 Right-Triangle Trigonometry

Lesson 22 Applications of Trigonometry in Geometry

Lesson 23 Tangents, Arcs and Chords of a Circle

Lesson 24 Angles and Segments of a Circle

Lesson 25 The Circle as a Whole and its Parts

Lesson 26 The Logic of Constructions through Applied Theorems (Part I)

Lesson 27 The Logic of Constructions through Applied Theorems (Part II)

Lesson 28 Areas of Polygons

Lesson 29 Prisms, Pyramids and Polyhedra

Lesson 30 Cylinders, Cones and Spheres

Course No. 105 Video Only

CHEMISTRY

Frank Cardulla ★ *Niles North High School*

Chemistry is taught by Frank Cardulla of Niles North High School in Skokie, Illinois. He has received the Davidson Award for Outstanding Chemistry Teaching, The National Catalyst Award for Outstanding Chemistry Teaching and The Presidential Award for Science Teaching. Mr. Cardulla insists to his students that "chemistry is the easiest class in school" and then goes on to prove it. He will show you how "chemical" math reasoning is a natural extension of everyday reasoning. He humanizes chemistry by introducing you to the great scientists in its history and their milestone discoveries — Boyle's Law, Charles' Law, Hess's Law, Millikan's Oil Drop Experiment, de Broglie's Hypothesis, the Heisenberg Uncertainty Principle, etc.

- Lesson 1** Introduction and Philosophy
- Lesson 2** Quantitative Reasoning in Life and Chemistry (Part I)
- Lesson 3** Quantitative Reasoning in Life and Chemistry (Part II)
- Lesson 4** Density
- Lesson 5** The SI (metric) System of Measurement
- Lesson 6** Converting between Systems of Measurement
- Lesson 7** The Mole Concept: Preliminary Ideas
- Lesson 8** The Mole
- Lesson 9** Solving Mole Problems
- Lesson 10** Avogadro's Hypothesis and Molar Volume

Lesson 11 Percent Composition and Empirical Formulas

Lesson 12 Solving Empirical Formula Problems

Lesson 13 Writing and Balancing Chemical Equations

Lesson 14 An Introduction to Stoichiometry

Lesson 15 Stoichiometry Problems

Lesson 16 Advanced Stoichiometry

Lesson 17 Introduction to Molarity

Lesson 18 Solving Molarity Problems

Lesson 19 Additional Molarity Problems

Lesson 20 Basic Concepts of Chemical Equilibrium (Part I)

Lesson 21 Basic Concepts of Chemical Equilibrium (Part II)

Lesson 22 Interpreting an Equilibrium Constant

Lesson 23 Le Chatelier's Principle (Part I)

Lesson 24 Le Chatelier's Principle (Part II)

Lesson 25 An Introduction to Equilibrium Problems

Lesson 26 The Self-Ionization of Water

Lesson 27 pH: Strong Acids and Bases (Part I)

Lesson 28 Strong Acids and Bases (Part II)

Lesson 29 Weak Acids and Bases

Lesson 30 Solubility Equilibria

Course No. 111 Video Only



"I didn't want it to end!" It had me on the edge of my seat!"

...Those aren't blurbs from movie advertisements; they're comments about college lectures now available on audio or video cassettes, marketed by a new venture called The Teaching Company."

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"I want to comment on this SuperStar Teachers project of yours. I am enjoying my second college education immensely. I have often wished that our local university allowed me to attend lectures at a reasonable cost. With your program, I don't even have to leave my home! And the lectures are superb. I consider this a dream come true."

CLIFF BENNETT, BIRMINGHAM, ALABAMA

Exciting Intellectual Experience...

"I want to tell you that this [Shakespeare] series is exceptional. It gave me one of the most interesting and exciting intellectual experiences I have had in a long time."

CHARLES KNICKERBOCKER, M.D., WINTHROP, MAINE

Makes Driving a Pleasure...

"I'm so happy that I spotted your ad. I do a lot of long-distance driving and your tapes make it a pleasure. My friends are standing in line to borrow them."

RINDA DE BECK, GREENSBORO, NORTH CAROLINA

I Would Have Worked Harder...

"I just graduated from High School this year, and I wish that I had heard these tapes sooner. Knowing what kind of lecturers could be found in college, I would have worked harder. Thank you and keep making more."

DAVID COLVIN, WASHINGTON, D.C.

Even the Wall Street Journal...

"Tom Rollins knows it's probably a pipe-dream, but he would like to see the day when the nation's most gifted teachers enjoy the same cachet as NBA stars. Mr. Rollins heads a new venture, The Teaching Co., whose only product is brilliant teaching: Lectures by the best that Harvard, Yale and other top universities have to offer, packaged on audio and video cassettes and shipped to customers' living rooms.... Professors were chosen for their outstanding ratings in the unflinching student course evaluations available on most campuses. None of these teachers are household names. But they have what Mr. Rollins calls 'sheer classroom horsepower,' the ability to captivate students with their passion for a field of knowledge.... He's trying to make money by turning H.L. Mencken's dictum on its ear. As he puts it, 'anyone who presumes the ignorance of the average American deserves to lose his shirt.'"

THE WALL STREET JOURNAL

You'll Wish You Thought of It...

"Go ahead and smack your forehead. You're going to wish you thought of this. Videotape University: passionate, erudite, living-legend lecturers doing their greatest hits, getting down to academics in marathon shows recorded live before insight-thirsty lifelong learners.

There's Yale's Richard Gerrig, associate professor of psychology, making you laugh and appreciate 'fundamental attribution error.' This guy's New Haven class seats 500, but one semester 1,500 students showed up. Enough said?

There's Andrew Szegedy-Maszak, professor of classics, bringing the archaic age of ancient Greece to vivid life with poetry and slides.

Think of all the folks who wish they had college to do over now that they're old enough to appreciate it. Folks whose kids could benefit from top teachers."

THE LOS ANGELES TIMES



"Scholars to go..."

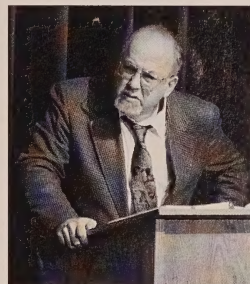
...by popping a videotape into the VCR at home, we can ponder the currents of thought that have shaped our world, our country, our culture."

CHICAGO TRIBUNE

Will Be Popular With Everyone...

"Everyone remembers the sheer joy of learning from a great teacher. Tom Rollins has decided to find them and capture them on videotape so you can watch them in action....These college professors will be popular with everyone. I analyzed several tapes to determine what makes these professors so special. Each professor uses a lecture format. So what makes them so great? Their clear subject knowledge, their structure of presentation, their anecdotes and enthusiasm make it work every time. The next objective is to find the best high school teachers and capture them on video."

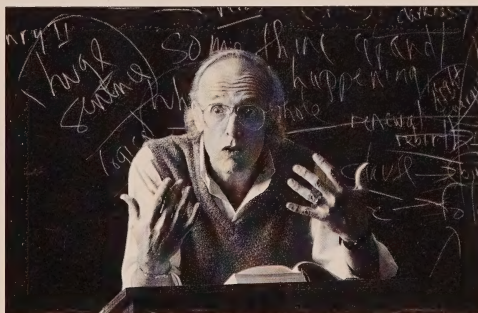
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Joy in Fascinating Concepts...

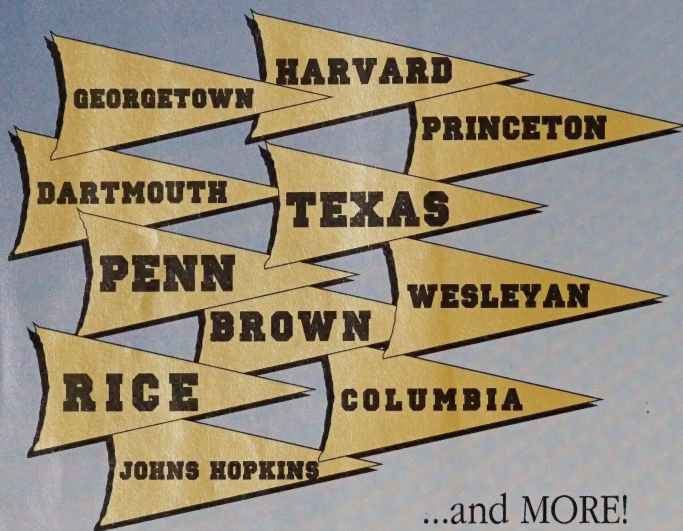
"Many Americans have realized that a Mercedes, pricey vacation or a Rolex isn't going to improve the quality of their lives. They have begun to turn inward to revitalize their value systems. And they are recognizing the importance of the pursuit of wisdom and lifelong learning as building blocks in this process.... [The Teaching Company] wants to present the accumulated wisdom of our world, through courses that address the vital issues of how we order our lives and relationships with others.... The common denominator among those who order the courses is that they recognize the sheer joy of studying fascinating concepts."

THE ROCKY MOUNTAIN NEWS



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THE NEW YORK TIMES

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THE LOS ANGELES TIMES

"Tapes Take Top Teachers into Homes."

THE WALL STREET JOURNAL

"The country's best college lecturers, doing their thing, for the curious of all ages."

THE WASHINGTON TIMES

"Scholars to go."

CHICAGO TRIBUNE



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Offer #2: A Great Deal on Eight of our SuperStar Teacher Courses

We are also offering eight of our regular courses for only **\$69.95** each on audio cassette and **\$109.95** each on video tape (plus \$5 per course for shipping and handling.) That's a **\$20 savings** on audio and a **\$40 savings** on video. And if you buy three or more of these courses, each course is only **\$50** on audio and **\$80** on video (plus \$5 per course for shipping and handling). The courses for this sale are some of our very best:

A Modern Look at Ancient Greek Civilization

by Professor Andrew Szegedy-Maszak of *Wesleyan University*, course # 421. See page 40.

No Excuses: Existentialism and the Meaning of Life

by Professor Robert Solomon of the *University of Texas*, course # 430. See page 15.

Power Over People: Classical and Modern Political Theory

by Professor Dennis Dalton of *Columbia University* course # 448. See page 13.

Comedy, Tragedy, History: The Live Drama and Vital Truth of William Shakespeare

by Professor Peter Saccio of *Dartmouth College* course # 263. See page 35.

God and Mankind: Comparative Religions

by Professor Robert Oden of *The Hotchkiss School* course # 616. See page 25.

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by Professor S. Georgia Nugent of *Princeton University* course # 640. See page 38.

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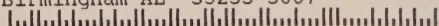


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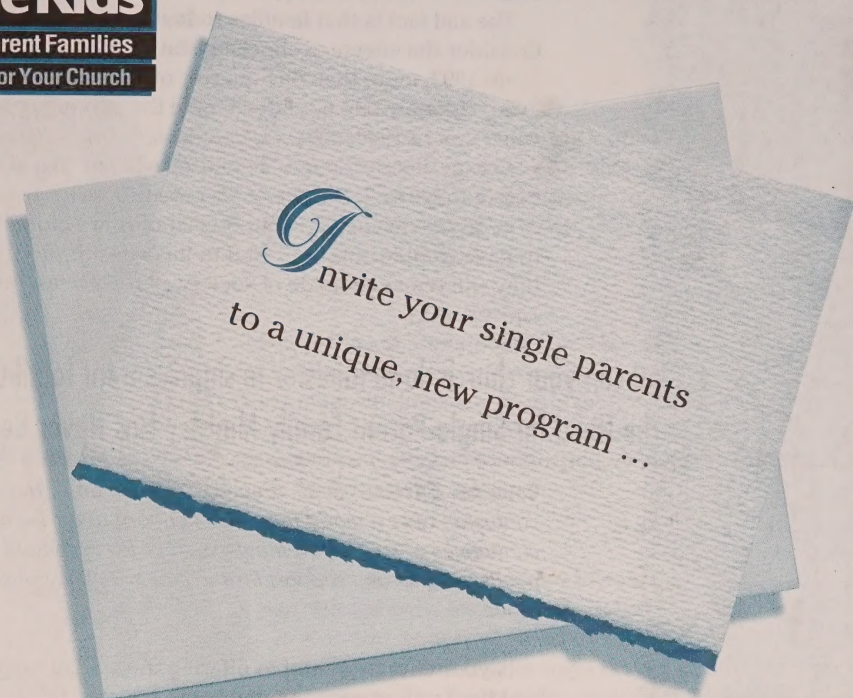
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Just Me & the Kids

Building Healthy Single Parent Families

The Complete Resource Kit for Your Church



Invite your single parents
to a unique, new program ...

Ministry can be a tough job, and you need all the help
you can get to keep offering vital guidance to the families in your care.

But you don't have to start from scratch! With the new
Just Me & the Kids: Building Healthy Single-Parent Families program,
you can bring single-parent families together right away to discover
biblical help and healing.

Just ask for our **free** SAMPLE BOOKLET to find out more.
(And Get \$50.00 off the price of the entire kit when you're ready to
order.) Simply return the enclosed reply card, or call 1-800-323-7543.

But maybe you're still wondering why single-parent
families so desperately need your help. Read on ...

Dear Partner in Ministry,

The sad fact is that families today just aren't what they used to be. Consider the effects of shocking statistics like these:

- In 1992, more than one quarter of all children in the U.S. (17.5 million) lived with only one parent—double the percentage of 1970 and almost triple that of 1960. (Bureau of the Census, US Dept. of Commerce, 1992)

- Today, nearly 2 out of 3 children will live in a single-parent household before they reach the age of 18. (American Demographics, July 1992, p. 1.)

- Children in single-parent households are more likely to live in poverty, to have trouble in school, and to have health problems. Without help, they will remain outside of society all their lives. (American Demographics, July 1992, p. 1.)

What can your church do to minister to single-parent families? The Need for Single-Parent Family Ministry Has Never Been Greater!

Consider Karen: *Age 35; divorced; two children. Her hurt, guilt, and confusion over a world that has been torn apart is compounded by the challenges of single parenting. As she tries to rebuild her broken world, she needs insights and support for the day-to-day responsibilities of parenting alone.*

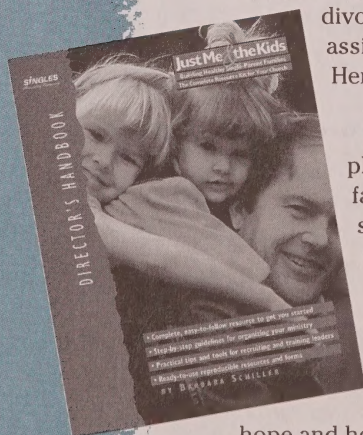
Is your church geared to offering the kind of help someone like Karen and her family needs? As you know, it's easy to get in a "ministry rut"—offering the same programs year after year. Although these programs are good, they may no longer meet all the needs of families in your church or community. That's why I want to tell you about a brand new program to help you minister to the children of divorce. It's called **Just Me & the Kids: Building Healthy Single-Parent Families.**

A Ministry Program that Gives Single-Parent Families Crucial Help

This exciting family ministry resource is specifically designed to help the growing number of single-parent families work through the trauma of divorce and find life on the other side. You'll be bringing practical assistance and healing to the hurting families in your midst. Here's what you receive with the **Just Me & the Kids kit** . . .

- **Director's Handbook.** A complete overview of the program—philosophy of ministry, issues and dynamics of single-parent families, practical ways to help, administrative timelines, and step-by-step guidelines for organizing a ministry that meets real needs. Includes complete training sessions for leaders.

- **Children's Leaders Manual.** Gives you 12 ready-to-use active learning sessions with activities, crafts, stories, and reproducible handouts for kids ages 4-12. Children discover how to process their pain, denial, guilt, and anger—and find hope and healing. Provides resources to help children feel loved,



comfortable, and free to communicate what is going on inside them.

•**Single-Parent Group Leader's Guide.** Step-by-step instructions help adult leaders guide each of the 12 sessions. Filled with interesting and thought-provoking discussion questions and activity ideas, single parents discover how to help their children deal with the issues they face as a result of the breakup of their family.

•**Single-Parent Study Book.** Provides 12 study/discussion sessions. Covers such topics as developing wholeness, stages of grief, helping children cope with loss, developmental stress in children, time management, sexual identification, dependency issues, and understanding intimacy.

•**Video Workshops / Video Intros.** The 4-part **video workshops** train leaders of *both* the parents' small groups and leaders of children's groups. They'll learn how to teach and lead in ways that provide real,

down-to-earth help. The 8-part video series for parents gives you opening segments for the single-parent small groups to launch your meetings with interest and enthusiasm.

•**Organizational Helps.** Everything you need to get the word out! Ready-to-use posters and brochures. Reproducible church bulletin inserts or flyers. Ready-to-use press releases, newspaper ads—even copy for radio spots!

The Two-Track Approach Helps Kids Face the Issues and Parents Cope with Parenting

This two-track approach allows both parents and children to experience this ministry together. After all, they are learning to live together and grow together in their home.

Developed out of a Growing Need—and Proven by Experts

As a single parent with three children, the developer of this program, Barbara Schiller, provides a balanced and realistic view of what it means to be single again. Barbara is the director and founder of Single-Parent Family Resources, St. Louis, Missouri. She speaks nationally at retreats, conferences, and educational seminars, telling about the issues of single parent families. She works as a consultant doing leadership training with church staff and volunteers, as well as educators and mental health professionals—helping all to develop programs similar to *Just Me & the Kids*.



Here's what others have to say about the success of this program in their ministries—

*"What a wonderful work Barbara Schiller has put together to assist churches in developing vital single-parent ministry. She brings to it her own personal understanding of the single parent dilemma. **This is definitely a resource we will draw from . . . and encourage others to do so also.**"—Gary Richmond*

Pastor to Single Parents
Evangelical Free Church of Fullerton, California

*"The **most complete, practical resource on this subject I've come across to date.**"—Andre Bustanoby*

Family Therapist and author of *Single Parenting*

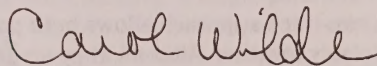
*"**Just Me & the Kids** has the potential to make a real difference in America. It is a much needed resource and is **the first and only guide I've found to help churches set up a program to help single parents.**"—Jean Lush*
Author and Editor

Remember, with **Just Me & the Kids** you get a complete and ready-to-use program that has been field-tested and recommended by churches across the U.S—including curriculum, leader's manuals, reproducible handouts, training sessions, videos and all the start-up planning and publicity materials. So ...

Respond now for your free Sample Booklet

To receive your free sample booklet, simply return the enclosed reply card. There's no obligation, nothing to lose. We even pay the postage!
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Sincerely,



Carol Wilde
David C. Cook Church Ministries

P.S. — Remember, this is a re-usable program. You can use it year after year to nurture single-parent families in your church. Plus, additional copies of the leader's materials and study books are always available as your program expands.

P.S.S.—*Just Me & the Kids* gives you a great outreach opportunity, too! Reach out to single-parent families in your community.